DOCUMENT RESUME

ED 087 483 IR 000 246

AUTHOR	Johnson, Dorothy T., Ed.
TITLE	The Role of the Professional Librarian In the Training of LTA'S. Proceedings of the Fifth Annual Meeting, Council on Library Technology.
INSTITUTION	Council on Library Technology.
PUB DATE	73
NOTE	80p.; Meeting was held May 6 through 8, 1971
AVAILABLE FROM	Richard L. Taylor, Publications Chairman, Council on Library Technology, Wilbur Wright College Library, 3400 North Austin Avenue, Chicago, Illinois 60634 ($4.00)
EDRS PRICE	MF-$0.65 HC Not Available from EDRS.
DESCRIPTORS	Career Education; *Community Colleges; Conference Reports; Job Training; Librarians; *Library Education; *Library Technicians; *Professional Training; Resource Staff Role; Trend Analysis
IDENTIFIERS	*Council on Library Technology

ABSTRACT

This report includes the three speeches and panel discussion that formed the substantive content of this conference. One speech concerns the functions of the library technical assistant in terms of current and future trends in library operations. The systems approach and new technologies are regarded as factors pushing libraries in the direction of manpower reorganization. The other two speeches indicate the challenge and significance of community colleges for the education of paraprofessionals, including the library technicians. In a panel discussion librarians and library educators, reveal their unique insights into their own special responsibilities in training middle level personnel and suggest ways in which other professionals may participate. The questions and answers following each are presented. (CH)

ED 087483

THE ROLE OF THE PROFESSIONAL LIBRARIAN IN THE TRAINING OF LTA'S

PROCEEDINGS OF THE

FIFTH ANNUAL MEETING

COUNCIL ON LIBRARY TECHNOLOGY

May 6 - 8, 1971

St. Louis, Missouri

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Edited by: Dorothy T. Johnson

Cover Illustration by
Mike Ludwig

IR 000 246

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY
Richard T Baker, Council on Library Technology, Wilbur Wright College Library
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

Published by

COUNCIL ON LIBRARY TECHNOLOGY

Copyright 1973
Chicago, Illinois

TABLE OF CONTENTS

Preface 1

Program 2

THAT'S WHAT IT'S ALL ABOUT

Dr. Charles E. Chapman 5
Introduction of Speaker, Dorothy T. Johnson

NEW SYSTEMS - NEW ROLES

Joseph F. Shubert 15
Introduction of Speaker, Alice Naylor
Questions and Answers

THE CHALLENGE OF CAREER EDUCATION
IN TWO-YEAR COLLEGES

Dr. Joseph P. Cosand 32
Introduction of Speaker, Betty Duvall
Questions and Answers

TRENDS FOR THE '70'S IN LIBRARY EDUCATION

Introduction, Charles Evans

Dorothy Deininger 41

Thelma Knerr 48

Elizabeth Owens 58

Paxton Price 64

Questions and Answers

Conference Participants 74

Registration by States 77

P R E F A C E

The Council On Library Technology held its fifth annual conference in St. Louis, Missouri, at the Bel Air East Motor Hotel, May 6 - 8, 1971. The theme of the conference was: "THE ROLE OF THE PROFESSIONAL LIBRARIAN IN THE TRAINING OF LIBRARY TECHNICAL ASSISTANTS."

Speakers for the occasion included Dr. Charles E. Chapman, President of Cuyahoga Community College District; Dr. Joseph P. Cosand, President of the Junior College District of St. Louis; and Mr. Joseph F. Shubert, State Librarian of Ohio.

Doctors Cosand and Chapman, both presidents of Community College Districts, show their concern about the breadth of the economic, social and political problems surrounding higher education. Their papers strongly express these concerns.

Mr. Shubert looks with the eye of a library administrator at the realities of role re-definition. His paper is an important contribution to these proceedings because of its complete objectivity.

A panel of distinguished library educators and administrators represent several levels of interest and involvement, and each member of the panel reveals unique insights into his own special responsibilities toward the training of middle level personnel and suggest ways in which other professionals may participate.

The papers of all the participants are included here with the hope that the ideas expressed will get wide dissemination. The editor believes that each presentation adds significant new thought to the theme.

August, 1972

PROGRAM

THEME

THE ROLE OF THE PROFESSIONAL
LIBRARIAN IN THE TRAINING OF LTA'S

* *

THURSDAY, MAY 6, 1971

10:00 A.M.	EXECUTIVE BOARD MEETING
PRESIDING:	SISTER MARY CHRYSANTHA Librarian, Felician College President, COLT, Jan.-Dec., 1971
12:00 NOON	REGISTRATION (LOWER LOBBY)
	BETTY DUVALL Assistant Dean, Instructional Resources Florissant Valley Community College Chairman of Local Arrangements
8:00 P.M.	FIRST GENERAL SESSION (THE GALLERY)
WELCOME:	RAYMOND J. STITH President, Florissant Valley Community College
INTRODUCTION OF SPEAKER:	DOROTHY T. JOHNSON Program Chairman, COLT, 1970-1971
SPEAKER:	DR. CHARLES E. CHAPMAN President, Cuyahoga Community College President, American Association of Junior Colleges, 1970-71
PRESIDING:	SISTER MARY CHRYSANTHA

FRIDAY, MAY 7, 1971

9:30 A.M.	SECOND GENERAL SESSION (THE GALLERY)
INTRODUCTION OF SPEAKER	ALICE NAYLOR Coordinator Library Technology Program Toledo, Ohio
SPEAKER:	JOSEPH F. SHUBERT State Librarian, Ohio State Library
PRESIDING:	RICHARD TAYLOR Regional Director, Central Region COLT, 1970-71
11:30 A.M.	LUNCHEON (MAYAN ROOM)
12:30 P.M.	BUSINESS MEETING (MAYAN ROOM)
PRESIDING:	SISTER MARY CHRYSANTHA
7:00 P.M.	COCKTAIL HOUR (MAYAN ROOM) Cash Bar
8:00 P.M.	BANQUET (MAYAN ROOM)
INTRODUCTION OF SPEAKER:	BETTY DUVALL
SPEAKER:	DR. JOSEPH P. COSAND President, Junior College District of St. Louis - St. Louis County, Missouri President, American Council on Education
PRESIDING:	O. HERBERT MCKENNEY Regional Director, Eastern Region COLT, 1970-71

SATURDAY, MAY 8, 1971

8:30 A.M.	COFFEE HOUR (LOWER LOBBY)
9:30 A.M.	FOURTH GENERAL SESSION (THE GALLERY)
PANEL:	TRENDS FOR THE '70'S IN LIBRARY EDUCATION

DOROTHY DEININGER
Associate Professor, Library Science
Rutgers University Library School

THELMA KNERR
Supervisor, School Libraries
Parma Schools, Parma, Ohio

ELIZABETH OWENS
Washington University
St. Louis, Missouri

PAXTON PRICE
Director, St. Louis Public Library
St. Louis, Missouri

11:30 A.M.	QUESTIONS AND ANSWERS
PRESIDING:	DR. CHARLES EVANS Associate Professor School of Library Science University of Kentucky
12: P.M.	ADJOURNMENT

THAT'S WHAT IT'S ALL ABOUT
Dr. Charles E. Chapman

Introduction

Dorothy T. Johnson

I am especially enthusiastic about the opportunity of presenting to you our speaker for this evening's session. First of all, he is an eminent educator, known throughout this nation for his commitment to the Junior and Community College idea as an approach to the solution to a portion of education deprivation of a large number of persons in this country, regardless of age or lack of previous schooling. Secondly, because he is the President of the district in which I serve, and enjoy the fruits of his labor.

I chatted briefly with a member of the Board of Trustees the other day and I asked, "How did it happen that you chose Dr. Chapman as President of this College? Your deliberations had been covered very well by the local press, and I know that you carried on a nation wide search. Were Dr. Chapman's credentials more impressive than the other candidates?"

"As a matter of fact," replied the Trustee, "the academic credentials of each of the candidates that we interviewed were impressive, but we were looking for more than credentials. If we had been asked to say exactly what it was, possibly not one of us would have been able to put it into words, but each of us knew that we would have been able to recognize it immediately. Chuck had it."

What seemed to impress this trustee most of all was that Dr. Chapman did not have all the answers. The trustee knew that this Community College District would be the first one to be established in the State of Ohio -- a state that ranked in the lower forties among the state amount of money spent on education. Whatever happened in this district would affect the future of community colleges throughout the rest of the State.

The fact that Dr. Chapman did not have all the answers meant that he was unfettered by traditional educational norms and so could devise new ones suited to the urban young who would come seeking his help. He would be free to develop a new experiment in education in Northeast Ohio; free to encourage innovation, and above all free to search for some of the answers for which he had no "glib" solutions.

Dr. Chapman's experimentation has resulted in new programs and curricula that have attracted 10,000 students from Northeast Ohio, a faculty interested and committed to finding exceptional ways of teaching. It has resulted in a 38,000 dollar Metro Campus, completely open to the community, a Western Campus, ready to begin a new building program, and an Eastern Campus scheduled to open its doors in the fall of '71.

> Perhaps that certain special quality that the trustees perceived in Dr. Chapman began to show itself in the early years as a cowboy on a Montana ranch, and later when he drove for a trucking company, he spent much time alone, thinking about himself and the role he wanted to play in this society. Perhaps as the athlete he developed a competitive spirit that gave him the dramatic flair to win when everyone else expected his team to drop behind.

The other day, when I thought I had better get my notes together, a friend of mine from one of the local newspapers stopped in the office. I said I was preparing a speech, and having trouble. "Well," he said, "why don't you do it the simple way, just like all newspaper people. Just answer the who, what, when, where, why and how, and you've got it." I said, "Okay, I'll do that."

When we speak of the occupational training of para- or semi- professionals, who are the "who's" we are talking about? They are the students and the potential students who are struggling with the questions of "Where am I going?" "What am I going to do?" For hundreds of thousands of these individuals, four years in college can be too much, too long and too expensive. Many do not want four years of college. Yet a high school diploma, in most cases, is not enough. The answer to their questions of "Where am I going?" and "What am I going to do?" lies within the two-year or community college.

This is a unique American invention. And this becomes more evident all the time. About 50% of all entering college freshmen in the United States today are matriculated in a two-year school. There are about 2.5 million attending. It is anticipated that by 1980 the total will exceed 4 million, who will be enrolled in increasingly diverse programs.

To provide for the educational needs of many of these students, American community colleges have, according to last count, developed close to 140 two-year para-professional technical occupational programs. These, of course, prepare students for careers at what we call mid-management, mid-professional, technician-type employment.

Community colleges recognize that in today's rapidly changing world there is an urgent need for responsible and well-trained individuals to work with professionals. The word "para", of course, means "along side of." It is really not a subordinate -- superordinate relationship. And as the world's technology and knowledge continues to grow at an unprecedented rate, and as the problems and needs of the growing world population are intensified, the need for responsible types of workers in these areas and at these levels increases.

For example, knowledge in the field of medical technology has grown tremendously in the past century. As a result, more new para-professional careers have been created in the area of health care than in any other field.

In a report of the American Association of Junior Colleges, Dr. Robert Kinsinger described what has happened in the following way: "The lone practitioner in medicine is an anachronism, as is its counterpart in other professions. The knowledge explosion has overwhelmed the professional and has escalated his responsibility. Increasingly, today's doctor analyzes, plans and administers services which are provided by others -- others to whom he delegates in large measure routines carried out under his direction. The others are technicians and assistants. In medicine and dentistry the list of supporting technicians is long, and it gets longer every year."

Some of the names are well known, such as: medical laboratory technician, X-ray technician, optician, inhalation therapy technician, and dental hygienist. Cuyahoga Community College's program in dental hygiene is an unbelievably successful program. We get more students than we can accommodate. We have graduated five classes and we haven't had a single graduate fail to pass the national examination the first time she has taken it. And these individuals are earning $10,000 to $12,000 a year.

Some of the names for these programs haven't even been determined yet. The physician and the dentist aren't the only ones who need this assistance. In this exploding field of knowledge and service, there also is need for technical assistance for the professional nurse, the physical and occupational therapist, the medical record librarian, the dietitian, and many others. The need for technicians and assistants is not confined to the field of health care. It extends to many other fields and professions.

For example, Library Technical Assistants was born from the need for skilled and responsible assistance to the librarian in performing the many complex duties involved in the daily operation of the library. As a result of your daily confrontation with the numerous recent additions to mankind's store of knowledge, librarians, probably more than any other occupational group, can fully understand the technological knowledge explosion and its impact on our society.

What exactly is a para-professional? He or she goes by a number of names. In some areas the para-professional is known as an "assistant". In others, as a "technologist" or as a "technician". More and more of these para-professionals march into the ranks of America's skilled work force every day. They are urgently needed in all of America's commercial, industrial and service fields. The terms para-professional and semi-professional are perhaps misnomers since, to some, they indicate that a para-professional is something less than professional, or is a semi-pro in the occupation -- a minor leaguer, as it were. This is not the case at all.

The para-professional is highly trained in a specialized field and he is entrusted with a great deal of responsibility. In today's world

the urgent need is for specialists, not generalists. Within his or her own field, a para-professional is a professional. The para-professional dispenses necessary services, performs specialized functions, or operates or repairs complex machinery.

For example, the library technician performs a wide range of specialized duties requiring a high degree of learning and responsibility. Some of her duties in maintaining the high quality and efficiency of our nation's most valuable resources are, as you know, acquiring and cataloging new volumes, supervising and staffing circulation activities, and providing reader services.

There are many educational programs for the para-professional. As I have stated, the nation's community colleges currently offer some 140 such programs -- programs tailored to keep pace with the rapidly changing techniques of the future; programs for youth and adults who wish to acquire a skill, or refresh and update a present skill.

Often the public is unaware of the general spectrum of community college offerings, particularly the existence of the career area itself. At Cuyahoga Community College, career program offerings range from aviation, fire and library technology, to data processing, hospital management, court and conference reporting and law enforcement.

They include such para-medical programs as medical assisting technology, mental health technology, surgical assisting technology and physical therapy assisting technology. And almost without exception, these are all well attended -- some up to and beyond 100 entering freshmen students. In all, there are presently 39 two-year associate degree curriculums in the College's career programs, plus a number of certificate programs for those who do not wish to pursue a baccalaureate or associate in arts degree.

The career programs offered at Cuyahoga Community College have been established in response to the para-professional needs of the community, in our case Greater Cleveland. Other community colleges offer other career programs designed to fill shortages of skilled workers in the areas in which the college is located. For example, Seattle Community College has offerings in marine and marine-related occupational programs. Navajo Community College, located in Chinle, Arizona, offers a program in silversmithing. And community colleges in Georgia meet the needs of their communities by offering programs in forestry, agriculture, and agriculture-related fields.

Now that we have explored the "who" and the "what" of the training of the para-professional, let us skip "when" for a moment and discuss "where". Community colleges have committed themselves to the career preparation of para-professionals. Before the advent of America's junior colleges, the nation's corporations and unions provided career preparation in a number of areas, and some still do. But in a fast moving age such as the one in which we live, these sources of training have proved to be inadequate. They are turning more and more to the community colleges.

A development at our institution that was consummated this morning before I left is an example of what I am alluding to. For many, many years the American Institute of Banking has had an educational program for their employees. This program is present, I believe, in every state. The program is designed for the in-service training of their employees -- not only trainees, but individuals who have been in the banking business for years. Seldom, if ever, have they associated with a college or university. But today the five thousand members of the American Institute of Banking Chapter in Cuyahoga County will take their future in-service training at Cuyahoga Community College. It is not at all unusual, I was told this morning by these bankers, for fifty per cent of the membership of the

local chapter to participate in the A. I. B. training program. In our situation in Cuyahoga County there are 5,000 members. So if they develop the program there to the fifty per cent level, there are 2,500 part-time students in one transaction. It is a rather remarkable development. Community colleges have committed themselves to that sort of thing.

The two year junior or community college has addressed itself to the task of readying qualified mid-level employees in the fields of business, engineering, health, and public service technologies. These institutions have become the bridge across the perplexing gap between a high school diploma and the baccalaureate degree. But what sort of animal is the community college? In what way is it different from traditional four year schools? There are three or four characteristics that I would like to mention:

It is a locally controlled (and often, financed) institution.

This two-year institution is the newest and the fastest growing. I indicated a moment ago the anticipated increase in enrollment. The Carnegie Commission recommended just last year that an additional 250 two-year colleges be started somewhere in the United States. I mentioned the proportion of entering freshmen that matriculate at two-year schools. The first public two-year college was established in Joliet, Illinois in 1902. Today Florida, Texas, Illinois, Michigan and New York have two-year colleges by the dozen. They are present in every state. In California, there are now 90 two-year colleges. There's one within commuting distance of 95% of the people of California. They are tuition free; they enroll 90 per cent of all the freshmen and sophomore students in the state.

It seems to me that a number of characteristics set the community

college apart from other institutions of higher learning. Basic among them is the comprehensiveness of its academic program. Many community colleges, such as Cuyahoga, St. Louis, Seattle, Miami-Dade, and several others, probably have a broader range, a larger number of individual courses than a majority of the four year colleges and universities in the United States. These programs are attended by youth and adults on a full or part-time schedule. It is not unusual for a community college to have as many, or more, part-time students as full time day students.

The educational services of many community colleges are offered in a variety of locations. They are attuned and sensitive to the needs of the community and seek to meet the needs of the communities that support them. The removal of the wall between the college and community is one of the most significant characteristics of the community college. And it is this community centeredness which distinguishes a community college, in my judgement, from other colleges and universities.

Nothing I say is to be interpreted as a disparagement or criticism of other institutions of higher learning. We need them all. The community college is the most recent addition and has a significant role to play. The community college, therefore, has as part of its philosophy a quality of activism, not generally shared by the conventional institutions of higher learning. I think we are all familiar with the major elements of the two-year college program, the university parallel, the technical-occupational, and of course, the community services, which is a somewhat neglected area and which has potentially, in my judgement, the greatest service to the people served by the community colleges of this country.

These characteristics, along with others such as low or non existent tuition, proximity to home, and open door admissions policy are typical

of the community college.

Community colleges are providing more than comprehensive courses designed to thoroughly familiarize an individual in the area of library technology, medical technology, and others that I mentioned. What I am alluding to is a commitment that most community colleges have to the education of the whole man. Now we've heard that ever since Aristotle. But in addition to the education, the learning, the content in the particular major, most community colleges do have what is generally referred to as liberal arts or general education.

In addition to providing what we consider to be high quality and timely up-to-date instruction, the two-year college curriculums are constantly evaluated and re-evaluated. Many para-professional duties are continually revised as new techniques and equipment are developed. As these developments occur and are accepted, the curriculums likewise must be revised. Community colleges are often assisted in this task by advisory committees made up of representatives of local business, labor, industry, government, health and public service agencies.

So far we've discussed in detail the questions of "who", "what", "where", and "how". We have touched upon the answers to the remaining questions of "why" and "when". However, the following statistics will provide a clear and urgent answer to these questions. Each year during the past several years, approximately 100,000 individuals have received diplomas, certificates, or degrees within career programs of two years or less. Approximately two-thirds of these were earned at two-year public institutions. Despite this flow of graduates into the nation's skilled work force, business and industry still have labor shortages in many, many para-professional technical areas -- even today in our recessed economy.

According to a report given to the American Association of Junior Colleges by Dr. Norman Harris, Professor of Technical Education at the University of Michigan, there is a shortage of 120,000 new skilled workers each year. He breaks these shortages down into the following areas: 35,000 technicians are needed each year for engineering and industry related jobs; at least 20,000 for para-medical occupations; 25,000 for business occupations; 25,000 for service industries; 15,000 for public service occupations. Clearly the nation needs trained and qualified para-professionals right now. When will they be provided? This is a challenge facing the community college. We have been addressing ourselves to this awesome task. We are girding for the future of our needs as far as the para-professional or mid-management employees are concerned.

So the remaining question is "What is it all about?" It is people -- helping people help themselves.

People -- finding an opportunity in America's two-year colleges to strengthen educational weaknesses, complete the first two years toward the baccalaureate while living at home. People building and rebuilding careers. Broadening the scope of their lives. People.

NEW SYSTEMS - NEW ROLES
Joseph F. Shubert

Introduction

Alice Naylor

Someone who organized this conference was very thoughtful and provided you with biographies of all people who were going to speak, so I need not tell you any of the interesting facts about Joe Shubert. I do hope you'll read them.

As crusaders for Library Technical Assistants, I feel that you should know something more about Joe Shubert than what appears in the statistical biography.

It is my belief that the success of technology programs, generally, is going to depend, not upon how good a job we do in training technicians, but upon how good a job library administrators do in recognizing the potential of human resources.

Joe is one of the best library administrators I've known. In his four years as State Librarian of Ohio, the Ohio Library Development Plan stands as his greatest achievement. We, in Ohio, think it is the best state plan for library development in the country. It is not the plan itself, but how the plan came to be, that tells us the most about Joe Shubert.

Perhaps you read in Library Journal about OLDP and JSHP. JSHP stands for Joe Shubert's House Parties. The house parties were held in Columbus and were composed of groups of 200 people interested in libraries. They met two or three different times during the year to discuss what should go into that Ohio Library Development Plan. Anybody in the State of Ohio who cared enough to participate in the writing of that plan had a chance. Eventually, about 3,000 people were able to provide input into the OLDP.

I believe that Joe has set an example for all of us in the State of Ohio as well as otherwise, in what it means to make use of human manpower resources. First, he set professional goals for professionals; he involved staff and other people in decision making, and the implementation of those decisions; he allowed and encouraged initiative; he delegated responsibility.

We Ohioans are very proud of our State Librarian. We are continually amazed at his vitality and his intelligence. They say that women can never resist a man with a good mind, and so ladies and gentlemen, I present irresistable Joe Shubert.

As COLT considers the role of professionals in training library technical assistants and this topic "New Systems, New Roles," it seems to me that the major problem facing the library profession is the difficulty of viewing a new concept, in this case the function and training of the technical assistant, not so much in reference to the current library situation, but in terms of what the future might bring.

Perhaps our situation is not too different from that of sixty or so years ago when Ford, Dodge, Packard and De Soto automobiles appeared on the scene. People were skeptical about the usefulness and reliability of the automobile -- thinking in terms of frightened horses, flat tires, broken chains, explosions and a great deal of noise. Few people could envision what the future might be with the motor car. The automobile revolutionized American life -- it made major changes in lifestyle, making people more mobile and creating a myriad of job opportunities for the design, construction, manufacturing, and assembly of automobiles and it opened gigantic related areas of highway construction, fuel refining, tourism, and a whole new marketing and delivery system that touches nearly every aspect of American life and the economy. And from the vehicle that was available at the beginning developed many types of vehicles -- compact cars, sport cars, and luxury cars to those designed for specific types of functions that weren't even visualized at the time -- snow plows, pickup trucks, cross-country moving vans, fire engines, emergency vehicles and heavy duty machinery for earthmoving, road building or snow removal.

I am not suggesting that LTA's will produce the same kinds of fundamental change in American life; or even, as some might suggest, that the

LTA will be the compact model of librarian, or is the luxury item -- so we won't push this analogy too far. But as we give serious thought to the role of the LTA in new systems it might be useful to keep in mind both the difficulties of looking into the future and the resistance this difficulty produces.

Two definitions of the term "systems" are important as we consider the impact of systems development. The first is that which is familiar to most of us -- cooperative groups of libraries. The development of libraries in the United States in the past twenty years has tended to emphasize formulation of larger units of service, sometimes as cooperative alliances among libraries. These have developed chiefly among public libraries which have become aware of their difficulties and are convinced that only by combining their resources and efforts will they be able to provide their users with the information and materials they require. This concept is not limited to public libraries and we see some of the same development in schools. The status of systems development in public libraries, school libraries, and in consortia of academic libraries varies greatly from state to state. New York and Illinois immediately come to mind when we think of major public library system development assisted by large scale state funding, but the 1969 Nelson Associates report Public Library Systems in the United States lists some examples of system development in almost every state.

In Ohio the idea is relatively new. The newly authorized Ohio Library Development Plan calls for multi-country library service organizations which will enable Ohio libraries to increase the depth and range of their resources and services, not only making them more widely available but also obtaining greater value for the amount of money spent.

These reasons are not Ohio's alone -- they are universal.

The second definition of "systems" having impact on libraries today is that used in current management practice relating to systems analysis and planning. Briefly this views the library as a system or ongoing process composed of sub-systems: the library and each of its operations and services is analyzed in regard to objectives, programs, input (or resources), and output (or actual result). This approach requires the library administrator to view his operation in terms of objectives, results, and costs. This offers opportunities for the attack of operational problems and often presents some opportunities for different job assignments. The systems view of the library may also show that both the goals and operations as established are less desirable or effective than might have been assumed and may point out the need for revision.

Both of these systems concepts suggest possibilities and produce some pressures for the realignment of tasks and making more efficient use of personnel. There are also other factors which support the need for new approaches to personnel utilization and organization.

One of these is financial. Not only is personnel cost the largest share of most library budgets, it is increasing more sharply than many other costs. The increasing costs of operations make heavy demands on library budgets and upon the appropriating bodies, and as libraries require more money, they will be held more closely accountable for their service programs and use of personnel.

The introduction of PPBS -- Program Planning and Budgeting Systems -- in federal, state, and local governments will result in increased scrutiny of library costs and the effectiveness of programs.

Not only is "accountability" becoming an important word in library

management circles but related to this are the demands for new services and programs. At the same time we are pressured to answer complex questions on accountability (and answer them in quantitative terms which are difficult for us to deal with), we are facing demands for new services in which the emphasis must be on quality.

People at all levels expect more in the way of individualized services today. Sophisticates make increasing demands upon libraries. In the Ohio BOOKS/JOBS program we found that information needs may be more acute among the poor -- and more difficult for the library to meet. Those of poor or the disadvantaged who have an interest in libraries have some very precise ideas about the kinds of services they want -- services which usually have high personnel costs and perhaps substantial specialized materials costs because of dependence upon some of the newer media. Many librarians have experienced particular difficulty in developing programs for such new clientele groups, and some of the best programs are those in which specialized training and new kinds of positions or roles are developed for people from within the community -- once they are part of the library's structure, the program can more easily be developed with the community than for the community.

Technology is another factor pushing libraries in the direction of manpower reorganization. We can be sure that the present use of machines, equipment and electronic applications is limited in comparison with what the next ten years will bring. As more use is made of these, tasks change and frequently the library has a need for new skills.

To make successful use of technology it is necessary to break operations down into a series of tasks, analyzing them in terms of purpose, value, and method of accomplishment, and consider alternate ways. This

systems approach, borrowed from industry, should inevitably result in a shift of job assignments -- shifting perhaps from a group of assignments performed by a single professional person to several persons, each responsible for a specific part of the operation. There are examples of this in any situation in which technology is involved -- whether it is the installation of a multilith machine or computer. And the same thing happens, or should happen, when the library turns to new business machines, mechanical circulation systems, or takes on new responsibilities in media production or handling.

Dr. Chapman last night made a very interesting point about specialization and the anachronism of the generalist. Perhaps part of our problem is that the library profession traditionally has viewed itself as a profession of generalists. We have prided ourselves on being a kind of modern Renaissance man who is in touch with everything and who provides a kind of synthesis and bridge-building function for specialists. If this is part of our basic philosophy, it may account for some of our problems in adapting to new roles with technology.

These factors and the further development of the two concepts of "systems" should have an effect on the library technical assistant and the possibilities for their use in libraries. The effective use of LTA's will also require several things from the profession. In June of last year, the American Library Association adopted a policy statement defining categories of library manpower and levels of training and education appropriate to the preparation of personnel.

A basic assumption of that statement is that the library <u>occupation</u> is much broader than that segment of it which is the library <u>profession</u> -- and both professional and supportive staff are needed in libraries to meet the

goals of library service.

There is some disagreement on the role of the professional in training library technicians, deriving from the ALA position that the library profession is responsible for the definition and supervision of the training and education required by the complete range of library workers. In other words, librarians are not the only persons working in libraries, but they are the ones who are concerned with all library activities and with the advancement and improvement of library services and therefore they are concerned with the total library occupation.

More serious than the argument about this, however, is the need for more widespread understanding and acceptance of the ALA policy statement, including recognition of the definitions of levels of work performed.

My own limited experience in this leads me to be somewhat concerned about our ability to deal with problems of definition. It is so much easier to talk, usually very loudly, about the imperfections of someone else's definition, than it is to discuss definitions from the points of view of a good many other people who have some legitimate concern. As we look at the definitions, more than librarians are concerned about the definition of an LTA. Many people have a legitimate concern about these definitions and their inter-relationships. It seems to me that the ALA statement is a remarkable accomplishment and deserves much more careful study than many of us have given it. Its preparation represents uncounted hours of discussion, examination, and reconciliation of points of view. Before we dismiss it or try to shoot it down, we should make sure we understand it and this means that we will have to give it a lot more careful study than most of us have given it up to this point.

It surely will not suit everyone in its details. Many people, for instance, are distressed at the inclusion of the roles of the library associate and the library technical assistant. Others may feel these are not sufficiently recognized. Their inclusion, however, represents for the first time a practical and forward-looking assessment of what is happening in libraries today, and reflects the hard work Miss Deininger and other librarians have done within the ALA Library Administration Division and in library management circles over the past few years.

An interesting example of the unfortunate difference between a policy recommendation of an association, and the actual situation in the libraries administered by the leaders of the association, is seen in the work of the Ohio Library Association (OLA), which four years ago developed and published sample job descriptions for public library personnel as part of its work on salary recommendations. In 1969 the Center for Library Studies at Kent State University undertook for the State Library a statewide survey of library salaries and because we wanted to establish a base for future measurement, a relatively small group of libraries was selected for sampling. These libraries were asked to compare themselves with the OLA definitions and report their salaries against them. At the close of the project the surveyor commented that there was considerable misinterpretation and misunderstanding of the OLA statements. In repeating the survey in 1970 and in 1971 we tried to iron out some of the distortions but we discovered some amazing things, even in the third year. The most interesting of these is that the very libraries which were represented on the committee which drew up the OLA statements had great difficulty in relating their own classification systems to that which they had designed for the OLA and for all the libraries in the state.

So perhaps the first professional responsibility here is that of having not only a position, but a perspective on what is happening.

Another responsibility lies in the area of interaction and planning between the educators responsible for training of LTA's and the future employer. As you are so well aware it is not merely a matter of establishing technical training programs. More fundamental is the reorganization of positions within the library which will employ the graduates of the training programs. Interaction between the LTA educators and the library administrators is important, both in developing the curriculum and in providing a job market for the graduates. Some LTA programs have established advisory committees which have functioned importantly in the definition of technical duties and in development of curriculum and, as a result, these have had a two-way impact on the market and on the training program.

Those advisory committees which are successful are those in which the library administrators and the LTA educators face honestly the questions on definition of roles and the present and potential market for LTA's. We are not always realistic about the job market, and sometimes it appears that we hope that if we produce enough graduates, <u>some kind</u> of change will take place. That approach, however, is not realistic: It both shuns a responsibility, and it puts hardship upon graduates who will not be employed or whose talents will not be used effectively.

Most library personnel classification schemes today do not have a place for technical assistants. Ohio provides an example of the difficulty of finding LTA positions in the classification schedules: Not including special libraries, there are roughly 8,500 persons employed in public, academic and school libraries. Last year a survey of library manpower in Ohio was undertaken which provided some data on the use of library technical assistants.

The information is based on returns from academic and public libraries representing 80% of the library personnel employed in Ohio.

Twelve public libraries (out of 72 surveyed) reported technical categories with a total of 58 positions in the categories. Fifteen of these positions were in one of the eight major Ohio library systems. The other seven major systems reported that they did not have technical categories. Looking at academic libraries, seven reported a total of 24 technical positions. All of the larger state and privately supported universities and colleges were included in the thirteen that did not have technical categories.

The surveyor reports that the larger public and academic libraries, generally acknowledged as the "best administered" institutions, have not made use of technical categories. He points out that some of these libraries responded that they are considering LTA positions but are hampered by classification schemes and lack of sufficient funds for staff expansion to implement library technical assistant positions. (Someone must have missed the point on reorganization?)

Perhaps one of the most dramatic examples of the need for large scale reorganization of staff as a result of systems implementation is that seen in the program of the Ohio College Library Center, a prototype of a computerized regional library operation. Some sixty academic libraries in Ohio have jointly underwritten the development of a center which will provide certain services to all members, the first of which is a shared cataloging program. This has been in operation on an off-line basis for several months, and it goes on-line July 1. After that date participating libraries will have terminals on which full cataloging information will be provided instantaneously and through which the bibliographic data, classification number, and subject headings can be altered as necessary and an

order can be registered for catalog cards. The catalog cards are produced by computer in Columbus and are sent the next morning to the library, alphabetized and ready for filing, regardless of the number of cards needed, or the number of alphabets required for special catalogs or files.

It is estimated that the colleges and universities which are members of OCLC now spend some $1,070,000 annually in cataloging that portion of their acquisitions which they will be able to catalog through the on-line service. The OCLC service, costing approximately $600,000 annually, can save potentially $470,000. To realize this saving, it is necessary to reallocate staff in the participating institutions, and OCLC members face decisions on how they can reorganize their staff to free enough money to purchase the OCLC service, or whether they seek new funds to use OCLC services, and keep existing staff at alternative work.

In a sense we face a decision like this whenever we incorporate a new "labor-saving" device or procedure in our library. A machine can produce a personnel saving if it accomplishes work faster, but reduction or reallocation of staff time is required to accomplish that saving.

While personnel cost is the largest portion of a library budget, we rarely think in terms of the actual staff cost of a given program or service. For instance, people who plan in-service training sessions or workshop compute the cost of bringing in resource people, obtaining meals and housing, and providing instructional materials, but they rarely give consideration to the time of participants. Yet a two-day workshop often takes not only two days of work time, but also a half-day of travel time each way, totalling three days of salary which must be paid by the employing institution.

Until we think in terms of staff costs as a component of all services or program costs, we will be unable to exploit fully either systems concept.

Up to this point we have been concerned with "New Systems, New Roles" primarily in long-range terms, but there are matters immediately at hand that bear mention. First of these is the financial crunch which libraries face today. This has both short- and long-range effects. Short-range, it may pose some difficulties in placing LTA's because in some areas the market for LTA's may be based primarily upon a shortage of librarians, rather than upon a definition of roles and functions. Many libraries will have applications from people with undergraduate degrees, and in some cases with master's degrees, who are willing to work for almost anything. If there has been no consideration of roles, those people may well be given the jobs which in another situation would go to LTA's.

An extended financial pinch however, may have some salutary implications for LTA's because it should produce penetrating analysis of costs, operations, and service outputs, leading to some kind of long-term reorganization of jobs within libraries.

Another immediate concern is the necessity for continuous revision and re-design of technical programs. Dr. Chapman identified continuous revision of curriculum and the assistance of advisory committees as a hallmark of the community college, generated by rapid changes in technology. Changes are taking place in libraries faster than many may recognize; this should have an effect on the LTA programs; and curriculum revision with the assistance of practitioners is essential.

Last, in designing or evaluating programs take a close look at course titles. The ALA guidelines for library technical assistant training programs delineate areas or spheres of emphasis in training rather than suggest course or course titles. The ALA statement suggests that the course titles be distinctive from titles of courses given in library schools. This is more

important than it may appear at first glance. If we honestly believe that the LTA is a specialist with technical training, the courses preparing him for his specialized role should be different from the courses that are given to the undergraduates and the graduate library school students who will serve in other roles. There is nothing wrong about having a different title; in fact, it clarifies and enhances the specialization. It is strange to look at catalogs from two institutions in the same city, one from a graduate library school and one from the community college with an LTA program, and see both listing a course entitled "Library Services to Children." One wonders how specialized is the content of each.

In summary, given the two concepts of systems, the first -- the organization of larger units of service -- means expanded programs, the development of new resources and services, greater scope in library programs, and more opportunities for specialization. The second -- that of the systems approach -- inevitably will produce certain kinds of decisions on objectives, methods, and programs which have implications for LTA's. These, plus the financial problems, and the development of new technologies will have an impact on staff organization and patterns.

There are some practical problems, largely revolving around communication among the several parts of the library occupation. These sometimes loom larger than they should, but in any case they call for joint examination. The ALA manpower statement and the LAD-LED statement on training programs for supportive staff are tools that we can use in this joint examination. As we use them we can't all be Henry Fords but we can at least be among those who have some ideas about the future and what it holds for all of us.

Questions and Answers

Q. Could you refresh my memory on when those statements were published and where they were so that I could read them again?

A. The Library Education & Manpower statement was published as an "ALA policy proposal" in American Libraries, April 1970. Copies of the statement as approved by the ALA Council are free and available by writing The Office of Library Education, at ALA, 50 E. Huron Street, Chicago, Ill. 60611. The LED-LAD statement on Criteria for Training Programs to Prepare Library Technical Assistants was published in the ALA Bulletin, June 1969 and reprints of that are also available from ALA.

Q. Don't you think that library schools also need to look at course titles in the light of the library technology program? I know there's overlapping because I've been in library schools and I've taught in library schools but do they not also need to do this as part of their professional responsibilities?

A. Yes, I think so. Although I'm not close enough to library schools to know just how much attention is being given to this, I gather that in many library schools, there is a major effort towards curriculum revision at this time and there are all kinds of student-faculty committees on it.

Q. In the light of technical assistant program or in just the light of general revision?

A. I hope that the library technical assistant program would be part of that general revision.

Q. Is there any danger that library technical assistants who later decide that they would like to further their education and go on in their field will lose time and money because of the approach they made in entering the library field?

COMMENT Sometimes it's a choice that depends on the type of students you get in a community college which have different characteristics. I have a girl who wants to be a librarian. She's in my course because she has to earn every penny she lives on all the time that she is going to go to college. She hopes that by getting her certificate (rather than the degree in technology) that she can make more money as she goes to school in order to finish. I think that this is an individual kind of thing and requires a great deal of guidance by the people in the technology program.

COMMENT Don't you think that the people who get an associate degree like in Dorothy Johnson's program are getting credits that are transferable to universities to complete an undergraduate degree, not necessarily the library technology but the other basic things? I have two people who are now going on and they are technologists but they are going on to an undergraduate degree and they will probably go on to library schools so they haven't lost completely. They have things that are transferable.

Q. Do you have any understanding of how the volume of employment of library technicians is with the civil service with the government?

A. I really don't know. It has increased. When you look at municipal and state civil service situations there probably are LTA's at work in systems which don't have the classification. You can't always tell by looking at the classification system alone. If the personnel decisions are made within the library by the library administration and library board and the library does not have an LTA classification this probably means that they are not using LTA's and do not accept the concept. However, if the library is part of the civil service administered by the city with relatively little impact on the classification scheme as it is being handled downtown, the fact that they don't have an LTA classification may or may not indicate the library's willingness to use the LTA. Without the classification they may be inventive and find a place for LTA's in some other way.

Q. If I could follow through with one other question -- you made very distinctly a point that I thought was very important, and I've worked with this for the past few years, and that is that the administrators somehow have to be convinced of its overall concept and employment of Library Technicians. Is there anything that we can do as a professional team to help the management and administrators to use and see this concept?

A. I think joint discussion is terribly important and there are things that should be done. A couple of people have said to me that the Board of Regents or the State Library should call together people who are involved in LTA programs along with key people representing library employers, and library school people and begin discussions on these issues in the State of Ohio. I think this kind of thing in every state would be helpful because we have to look at the LTA position and role in relationship to the other levels and try to come at it from as many different points of view as possible.

Q. Is there any area of conflict or difficulty that a person who was trained as an LTA as measured against a person who has a bachelor's degree with a minor in library science?

A. Doesn't this go back to the aspect of what the employing library is -- what kind of a staff pattern it has, and what it expects of its people, and how it evaluates the individual person in relation to that job? Now ours is one of the libraries which has no control over the personnel classifications we are required to use. We have been working with the personnel department for two years studying the federal civil service job descriptions. The civil service people are concerned about the job to be done. They look at the tasks, and then they look at the skills and knowledge needed to accomplish those tasks, and then they try to match the two. If the legislature passes our state personnel bill as it is written we will have two LTA classes. I guess this suggests that we need to include more of our civil service people in these discussions.

Q. In the comment about the role of the administrator in this field I was curious what the state of Ohio does because in Pennsylvania the department of education controls this for public schools and libraries, and have recently come out with the certification of personnel which does include the level for technical assistant and they have had various meetings and have had the teachers of LTA programs, teachers of graduate schools trying to coordinate all this so that if they have a position open they know that there are people producing that. One problem I've found in my

area with this is the State Library has for a number of years institutes and workshops for people and they did not have to pay any money or else a nominal sum.

A. Ohio is different from Pennsylvania and some of the other states in which the state has a strong certification role. As far as public libraries are concerned the only certification of public librarians in Ohio at this time is the certification of the head librarian in the county district library. There is no certification for heads of other public libraries which are even bigger sometimes or for the practicing librarian who works on the library staff. Within the State Education Department there is certification of school personnel including librarians; but I don't think the State Department of Education sets requirements for non-certified personnel except through administration of the foundation program. That is a local decision and those job descriptions are established locally.

Ohio is probably unique in relation to public libraries and their involvement in civil service because the Ohio public library law gives such strong authority to local library boards that they are completely independent of local government. Therefore, no public library in Ohio is on civil service. All the decisions on classification of jobs in public libraries in the State are made by the boards of those individual libraries. Whereas the situation in Pennsylvania and New York is very different.

One of the difficulties the state libraries have had in developing and administering workshops and training programs is their reliance upon categorical federal funds to finance such programs. This has also been true of some education departments and the result is that excellent programs are established only for public library people or only for school library people, and there really hasn't been too much mixing of librarians in these specialized training programs. This has really been quite unfortunate. If the legislature approves the budget that the Governor has recommended we will have some funds so that we can be a little more flexible in workshops and training programs. The library executive training programs at Miami University in Oxford, Ohio have included librarians from public libraries, university libraries, school libraries, and library schools, and a few special libraries. These have been exceptionally successful. For the long-run, if we can find any way to support our state libraries, our state departments of education, and other agencies, including the associations, for instance, in designing and funding programs that cut across the types of libraries, this will be very helpful.

Secondly, I would think that the librarians who are involved in LTA programs must become very much a part of the state library associations. By becoming active in these you can have some influence there and perhaps carve out a bigger role in cooperation with the training programs. Dr. Chapman's remarks about the relationship between the community college and the bankers might help us think about some opportunities for the future.

Q. You mentioned the number of LTA's who were employed in academic libraries but you said nothing about school library positions. Are there any?

A. Yes, there are but we don't have good statewide statistics on them. We should find out how many school systems have LTA classifications, how many positions they have.

COMMENT We presently have six categories and we hope for six more in the fall. We could afford six more next fall.

COMMENT The basic problem that we face is that libraries must analyze their systems, their personnel management to even recognize what a technician is and how they might use one. And I am still not able to understand why this organization is separate from ALA and why it is not involved with personnel managers and directors of libraries. There seems to be such a terrific isolation of the people involved in library technology that I don't see how we will ever influence the profession or the existing libraries. All the community college presidents will say that they don't develop any programs until they have done a survey of the community and have found out that it is wanted. We have had a program at Toledo University for eight years and there are still employers who don't know what a library technician is. We have had twenty-four graduates over this eight year period and we're now trying to find out what happened to them. But I don't see any involvement on the part of advisory committees, administrators, or personnel managers. I don't see any knowledge of what it is all about. And certainly not in OLA where this is something that you take five minutes out to consider your problem. But they don't consider it part of their problem.

COMMENT The difference between Toledo and St. Louis is 100%. All the problems that you have are not existing here. If we were connected with ALA, we would have national representation.

The point was made that we do have an obligation to the organizations to which we are members in our state and our regional and our national organizations -- to be very vocal about what we feel even if we are members of ALA. This would not diminish at all the need for us to be personally talking about this in every other library organization that we are involved in. I think we should all be members of the personnel division of ALA because we're talking about personnel. I wonder how many people are?

In the Detroit workshop on staff development, I found that there were many corollaries between what we're talking about and COLT. They will have another staff development workshop in Dallas and I think that anybody who is interested in the use of LTA's should be there to inject this as part of the staff development program that they're talking about.

I think that COLT is interested in broadening its interests and it was a topic of discussion at our executive board meeting yesterday and I think that the question is at our general meeting this afternoon.

I think steps are being taken.

Don't forget that there is more than one national organization although the one is about three times larger than any of the others. Your special library groups and their chapters are also important people to contact. They are not hamstrung by some of the regulations and many of these can be renovated and some of your old institutions that are of a governmental structure.

THE CHALLENGE OF CAREER EDUCATION TO THE TWO-YEAR COLLEGE

Dr. Joseph P. Cosand

Introduction

Betty Duvall

Dr. Joseph P. Cosand is President of the Junior College District of St. Louis County -- a position he has held since its beginning in 1962. He is currently on the Executive Committee of the North Central Association of Colleges and Secondary Schools and is Chairman of the Board of Trustees of the American Council on Education. He is very active in many educational and civic organizations. We are very fortunate to have him with us tonight to speak on The Challenge of Career Education to the Two-Year College.

Today in higher education is a time to listen and a time to act. However, before we act we should check our motives for we might well then change our actions. We have heard increasingly during the past twenty-five years about the "open door" college, about open or equal access to a post secondary education, about equality of opportunity, about the equalitarianism which will provide the interested and motivated student with a real chance to learn regardless of his income or lack thereof. Many pamphlets and books have been written, scores and scores of speeches have been made on the philosophy of equalitarianism versus that of meritocracy. We have read and heard these comments and I believe most of those here today may very well believe what they have read and heard. Among the most direct and articulate statements are those found in the Carnegie Commission Publications, Quality with Equality, A Chance to Learn, The Open-Door College, Less Time, More Options, and the new publication by Leland Medsker and Dale Tillery, Breaking the Access Barrier. Two other publications are also of great significance in today's higher education climate -- Institutions in Transition by Harold Hodgkinson, and Free Access to Higher Education by Warren Willingham.

However, the challenges these publications bring us are endangered by the crises facing all of post-secondary education public and private, two year and four year, academic and technical, undergraduate and graduate. We are all being challenged as never before to serve educationally the millions of students, both youth and adults, who have been told again and again that some type of post-secondary, or higher education is essential in today's and certainly in tomorrow's world. We have said to these students, "Come at any age after your high school years and we will take care of your educational needs, be they academic, cultural, occupational, or remedial." We have made these statements throughout our fifty states, in our hundreds of two-year community colleges, in our catalogs, in our brochures, in our speeches, in our counseling sessions. We have told our story so well to millions of people, to our legislators in our states and in Washington, D.C., to our Governors and to the President that we have become by far the fastest growing segment of higher education. We have put ourselves out on the proverbial limb and we have no choice but to "Put Up or Shut Up", to produce the educational programs which will validate our claims to being "Open Door, Equal Access, Peoples Colleges".

Perhaps we neglected for too many years -- for far too long a time -- to put into action what we have been preaching. Perhaps we failed to realize that the citizen support of the '60's might end and that the financial resources might be curtailed with the result that all of us could well face agonizing analyses of our total educational programs.

There is evidence to support the fact that our national and state governments place a higher priority on career education than do many of our community college boards, administrators and faculty members. There is evidence that many of our two-year institutions give only lip service to the

career programs, believing that such curricula are of less than college grade and that only the low ability students are suited for such non-academic classes. There is evidence that many of our boards and presidents see only the federal funds available to help finance the career curricula and thus could be accused of a form of education dishonesty. There is great evidence that the physical plants of our comprehensive community colleges are so planned that the career programs are "Over There", well away from the purity of academic respectability. There is evidence among far too many of our counseling staffs that the student who is "a good student" should be counseled into an academic curriculum regardless of what his interest or motivation might be.

There is evidence that the financial crunch now facing most of us may well eliminate many and perhaps most of the more costly career curricula in order to save the less costly academic programs which of course are already available in some 1,500 four-year colleges and universities.

The Boards of Trustees, the faculties, the Deans, the Presidents of the two-year colleges must face up to a very simple fact. The two-year comprehensive community college is the greatest development in higher education during the twentieth century. This institution is a people's college, with an open door for youth and adults where there is equality of opportunity through open access to varied curricula developed to meet the interests, abilities and motivations of the people to be served. This is the true status of the two-year college and every board member and staff member should believe implicitly in the role such an institution can and must play in today's society.

The challenge of career education to the two-year college is a pluralistic challenge, just as the total educational program of such institutions is pluralistic in nature. Most of us know the names of various technical or career curricula and this is not my area of concern. It would be a waste

of our time to recite the scores of such titles since they can be read about in many surveys of technical education. I would, therefore, prefer to enumerate some of the challenges facing career education as I see them in the colleges today and tomorrow:

1. The challenge of status. Will the colleges accept career programs as equal in status to the academic curricula?

2. The challenge of priority. Will the colleges give equal priority to both academic and career curricula?

3. The challenge of cost. Will the budget decisions be based only on the retention of low cost academic classes or will there be an accepted understanding that many career curricula are of necessity costly -- the same as we have learned to accept with respect to the super-respectable academic curricula in the sciences, medicine, dentistry, etc.?

4. The challenge of location. Will the planners refrain from locating career curricula facilities "across the tracks" in second rate buildings, or instead will the planners come of age and integrate the career and academic facilities in order to have one college, one faculty, one administrator and one student body?

IT WOULD SEEM THAT AN OPEN DOOR COLLEGE COULD WELL DISPENSE WITH A PHYSICAL PLANT "PECK SYSTEM".

5. The challenge of obsolescence. Will the board and staff together realize that a first class career curriculum must have up-to-date equipment in order to produce a first class graduate? Also, will there be the realization that obsolescence can be an even greater danger to the faculty member? Will there therefore be afforded opportunities through sabbaticals or summer in-service training for faculty members to keep up-to-date with what is going on in business, industry, and in such para-professional areas as the allied health services?

6. The challenge of evaluation and change. Will the staff evaluate continuously the career curricula in terms of curriculum and course content, in terms of needed modifications, additions and deletions, in terms of new curricula to be added and out-of-date curricula to be deleted? There is no justification for the continuance of a career curriculum which no longer prepares students for employment.

7. The challenge of a broad educational background. Will the career faculty as well as the academic faculty members understand the need for man to be more than an employee in some business or industry? Will the total faculty be able to develop general education courses that are in themselves challenging to the career students? Will the

student be sufficiently motivated by such courses to realize the value to him and to society through this type of cultural and social development?

8. The challenge of unity. Will the staff, both faculty and administration learn the importance of one staff and one college in order to have one student body? Will the staff learn the lesson of self-respect through mutual respect? Will the staff learn that the career teacher is just as much a professional as is the English teacher, just as worthy of respect, and just as worthy of advancement within the profession? Will the staff ignore the Ph.D. syndrome?

9. The challenge of student acceptance. Will the staff and the community build into the career curricula those elements of belief, importance, status and respect in order for students to enroll without feeling a stigma or lack of self-respect?

   THIS IS AN INCREASING DANGER, ESPECIALLY AMONG THE MINORITY GROUPS. THERE IS A SEED OF A GROWING TRAGEDY IN THIS CHALLENGE AND EVERY EFFORT MUST BE MADE TO STOP ITS GROWTH.

10. The challenge of cooperation. Will the two-year colleges initiate cooperative efforts with the secondary schools and with the four-year colleges in the development of a broad-in-depth vocational-technical program where the emphasis is on cooperation instead of duplication? Will these three types of institutions act in concert where the motivation is student centered instead of institutional-ego centered? How can we ego-centered board, faculty and staff members find fault with tax-payer revolts when the taxpayers see us rooting individually in the hog trough without concern for un-justified, often poor quality, duplicative career programs?

11. The challenge of enlightened and strong leadership. Will the president support through action the career curricula? Will the board and staff support the president's leadership? Will the career staff become confident and lose their defensiveness?

There are other challenges facing the two-year colleges as far as career education is concerned, but the eleven challenges I have listed are pertinent to the success of career curricula. If we are to succeed both educationally and financially, and certainly the two are intertwined, we have to develop accessibility within our educational programs to defend our open door philosophy.

Each person who comes to us has the right to expect quality, the right to expect equality of opportunity, the expectation of -- <u>at least</u> -- a chance

to learn. No other action on our part is acceptable.

EACH PERSON'S SUCCESS ENRICHES EACH

ONE OF US - EACH PERSON'S FAILURE

DIMINISHES EACH ONE OF US.

This should be our creed for it describes in simple terms our so oft-stated philosophy, objectives and purposes.

QUESTIONS AND ANSWERS

Q. You mentioned in your speech that legislatures may decide to lend money to students to pay for their education and require them to pay it back. All the students that I've talked to who were trying to get loans can get only $1,500 a year. This doesn't begin to pay for their expenses. What is the thinking of the American Council on this matter?

A. Our plea before the Committee was to increase markedly the EOG (Economic Opportunity Grants), and the Work Study Grants, and to have laws supplemental to them. What is tending to happen in the legislation is to curtail the EOG and Work Study to a maximum of a thousand dollars and on top of that would be the loans. In other words, we asked for more grants and work study, in particular work study, so that people can go on to college and not accumulate a large loan. The trend is in the opposite direction. At the present time the proposal is that combining the EOG, work study and loans it will total a $2,900 possibility. The maximum on loans that you could borrow, going all the way through graduate school will be $17,500. If you borrow $17,500 and your spouse may happen to borrow a few thousand too, then you get married or marry before you borrow this, its just going to be a little bit of a burden to pay that back. If you buy a house, and automobile and pay social security taxes, I don't think you'd want to start out with a $25,000. or $20,000 loan. That's my concern.

Q. This is what is happening with a number of students who had even a $3,000 loan, and starting out making seven or eight hundred dollars a month before taxes, and after taxes, they are still burdened.

A. Another concern to which I alluded earlier was, if this trend gradually happens, where you borrow the money, there is nothing in

the world that will prevent the tuition from escalating, because the student will have the money to pay.

COMMENT I've heard it said that we may be in danger of moving into a classed society where the gap between the rich and the poor widens even more. Do you think there is any substance to this?

A. What we have been doing in higher education would tend to eliminate this. That's the way we've been going however, all of a sudden there is a revolt on the taxpayers' part, and there is the other move mentioned earlier which gives a handle to them, doesn't it? They say, "Well, look, here's a way out." We've tended to pull something together and open the doors. I think we can turn around and broaden it. I think that's what you're getting at. I say it's a prostitution of our philosophy that education is for society, not for the individual. If you turn it around and say its for the individual we will really become materialists, won't we?

Q. It has been said many times that there are many colleges and universities in the United States, about 2,500 now. Many are closing down, several this year. It has been said that this country really only needs thirty-five universities. If this becomes a reality what do you see as the life of the Junior and/or Community College in this country.

A. First of all, I don't think what you're saying is going to happen. There has been this statement that there should be thirty to fifty great universities with great graduate schools, but this didn't mean that there should be thirty-five or forty universities. The great graduate schools should have depth, and if you have graduate schools spread out among the colleges for status purposes, you will have a mediocrity instead of strength. For example, there is a college that I'm thinking of now -- it's not a very good college. That's an understatement. They are trying to put in a doctoral program. They don't even have a decent masters program. That's what Carnegie was getting at -- let's not mediocritize, let's do our own thing. The community college does it, the four-year state college does it, the liberal arts college does it. The great graduate university does it. Let's not get so status conscious that we all have to turn out doctoral candidates, or that all the junior colleges should be four-year colleges, or that the four-year state colleges should be universities. This is the concern. Now to answer your question about community colleges: There are a thousand and fifty out of the 2,500 colleges -- 40% are junior colleges. It is estimated that during the decade of the '70's there will be another two hundred and fifty community colleges. Which will end up to be about 1,300. There is no evidence that your community colleges will decrease in number unless there is a one hundred and eighty degree turn around in the purpose of education. So you've got a schizophrenic situation, you are opening doors, but at the same time you may be closing them. I don't know what's going to happen. I wish I did.

Q. Do you think that if the American people were able to see an end to the war, and a reversal in inflation, that they would change their minds about supporting education?

A. Yes, I do, very strongly.

COMMENT So it isn't a built-in objection to education that is causing the revolt, it is because of the burden of war, and the burdens of inflation.

A. It's a very complex root system. David Reisen's comment about the naughty teachers and the naughty students. This plays a big role. We here in St. Louis, went for tax election in February, didn't we? We lost it. We also went last November and we lost it. We thought we'd pass it this February, but we got the same percentage -- 45% -- we needed 50%. The point I want to make is that in 1965, six year ago we passed the biggest bond issue in the history of American Junior Colleges -- it's still the biggest. We passed it, 47 million two hundred thousand dollars, on a three to one vote, 75%. The next time we went for tax election we passed it 60%. In November we failed, we got 45%. We thought that we would really go all out in February and we'd pass it. I thought we would. 45%. The letters I got, the telephone calls I got, the face to face comments I received were pretty horrible. I think this complex root system includes this antagonism toward higher education based upon the open door, based upon student demonstrations, based upon a whole lot of things. There is antagonism. Let's not kid ourselves. I've talked to our staffs about it, saying a lot of these are pin pricks -- pin pricks draw some blood. I didn't think it was serious enough, really, to defeat our election, but it was that and a lot of things else. What you said about the war, about money, about taxes, about priorities. Higher education, two and a half years ago was at the top of the priority pole. Its way down the line now. I think we have to face it and realize we are no longer the favorite children. We have to somehow convince the public. If the war were to stop, if unemployment were to stop, if inflation were to stop, I think you could pass school taxes without any problem. I wish you could have read some of the letters and heard some of the calls I got. They weren't very nice.

COMMENT I'm very much impressed with Dr. Cosand's speech and I think it is of great importance for such a professional association as this. I raise this question, however. Only 20% of the nursing degree graduates were able to pass the State Licensing Board, in one area. This makes me emphasize that perhaps we ought to be better than we have been. That there is some dissatisfaction in the community that we haven't been as good as we ought to be. I realize that this is a very complex business in the face of reactionary attitudes. Despite one question I raise, I agree wholeheartedly with Dr. Cosand.

A. I just want to make one comment. If only 20% of our students completing the nursing program can pass the state boards, something is really wrong. I have never heard of such a percentage.

COMMENT It exists. The same thing exists in public school education when you have three or four hundred students graduating from high school and can't pass an ordinary test that a department store will give them for a job. It's the lock step thing that the establishment has put down that you don't start school until age six and you finish at age eighteen. This is wrong. Some could be through at age twelve. Some will never be through.

TRENDS FOR THE '70's IN LIBRARY EDUCATION

Presentation by a panel consisting of the following:

Miss Dorothy Deininger	Rutgers University
Mrs. Thelma Knerr	Supervisor of School Libraries Parma, Ohio
Miss Elizabeth Owens	Special Librarian, Washington University, St. Louis, Missouri
Mr. Paxton Price	Director, St. Louis Public Library, St. Louis, Missouri

Introduction

Dr. Charles Evans

The participants on the program this morning are a Special Librarian, a School Librarian, a Public Librarian, and a Library Educator.

I was priviledged to participate in an institute on the training of library technical assistants at Rutgers University which Miss Deininger directed. I found her to be a remarkably competent person. She has one of the rarest qualities in the world, that of making common sense.

Mrs. Thelma Knerr is Supervisor of School Libraries in Parma, Ohio, which is a suburb of Cleveland.

Mr. Paxton Price has been State Librarian here in Missouri, Director of Library Services for USOE in the past, and he is now Director of one of the largest municipal libraries in the country -- the St. Louis Public Library.

Miss Elizabeth Owens is a Special Librarian. She is retired now and she is teaching a course in Special Libraries at Washington University here in St. Louis. She is a consultant to industries and firms interested in establishing libraries, and on the panel today, she will represent the Special Librarian's viewpoint.

We are going to ask all of our participants to speak in the listed order: Dorothy Deininger, Thelma Knerr, Elizabeth Owens, and Mr. Paxton Price. Following their presentations we will have a question and answer period. The title: TRENDS FOR THE '70's IN LIBRARY EDUCATION. I have no idea what they are going to do with it, so, let's allow them to begin.

Miss Dorothy Deininger

It is a pleasure to be with you this morning to discuss the role of library educators and librarians in the training of library technical assistants. Coming as I do from a graduate school of library service, my concern is that the librarians we educate will find in their work situations the supporting aid of library technical assistants. Then, as a member of the American Library Association, the Special Libraries Association, a state library organization and the American Association of Library Schools, my professional concern is to view the total library manpower team with an eye to defining and clarifying roles and the preparation of the various members of this staff.

Dr. Cosand's talk last night highlighted the need for cooperation among those of us in the educational field, particularly among institutions of higher education. I hope you will view my role as one of bridging between the community or junior colleges and the graduate schools. My responsibility as Chairman of the Committee on Training Programs for Library Supportive Staff of the Library Education Division of the American Library Association also relates to LTA programs. That Committee is charged with developing criteria for programs to prepare library technicians and to cooperate with your group and with other library educators to assess their role in libraries and to state for the profession, future technicians and library clientele, concepts of the training needs of LTA's.

Another step that has been taken by a professional group in recent years that aids in identifying the LTA levels of service was mentioned by Mr. Shubert, Library Education and Manpower: a Statement of Policy, which was adopted by the Council of the American Library Association in June, 1970. The supporting staff levels consist of a library associate, or an associate

specialist without a library background but, with other expertise that was required; the Library Technical Assistant and the Technical Assistant who might be an expert in some area such as electronics or special library equipment, and the clerk level. This brings into our thinking this new level of the associate. Some of your programs and the content of some of your courses have been developed to provide for enrollees in your programs who have some college education and even four years of college. They were often looking for a second career and did not want professional responsibility. Often these older students, mainly women, were satisfied to prepare for and work at the technical assistant level.

Second, there has been a series of definitions -- occupational definitions for school library media personnel, developed as part of the School Library Manpower project, funded by the Knapp Foundation of North Carolina. These statements illustrate occupational definitions for the school library media technicians. The Associate Director of that project, Anna Mary Lowrey is meeting with you here and if you have not met her, I hope you find an occasion to talk to her.

There are other definitions that may be useful to you that point to the levels of tasks for technicians that have been identified in the data gathered in the "JIMS" Project. This AECT study, Jobs in Instructional Media is being developed by the father of that project, your own member, James Wallington. Small media centers or libraries where multipurpose rather than specialized technicians are needed may want a library/media technician and you may be involved in their training.

A fourth definition that may be useful to you is the Medical Library Association's statement of Standards for Medical Library Technicians that was developed to alert educators to the particular nature of medical library

needs. The Library Education Division and the Library Administration Division of ALA have been active in another project which will result in the definition of tasks for the technician, a study being conducted in Illinois. Barbara Manchak, a representative of the Library Administration Division Manpower staff, is here today as a representative from the ALA to your sessions. She has been very active in this project and can tell you about it as well as other activities that have a bearing upon Library Technical Assistant programs.

The biggest support that you have received for your programs comes in the statement of priorities for funding developed by the U.S. Office of Education. They have given recognition to the need for this level of service and for funding programs that will help to strengthen the LTA's.

Because of all these different concerns for the LTA level of service, any occupational definition that your association develops will need to be illustrated by examples of the many different ways in which the LTA may be used in different domains of librarianship. In research and investigation being undertaken by library educators and their students there is much information that we can share with you that highlights the changing roles of library staff, job restructuring, accountability, evaluation measures, budgeting requirements, etc., that relate to the Library Technical Assistant, his role and his training needs. For example, I found useful Charles Held's dissertation on the Status of Library Technical Assistants in the United States which points up some characteristics of the graduates of your programs that may be useful in furthering change and development of training programs.

In thinking about how we could help to foster the various kinds of preparation needed on a library staff, we developed at Rutgers University

in 1970 an institute that was sponsored by the U.S. Office of Education. This was in an effort to establish communication between educators engaged in preparation of the various levels of library staff and to examine some of the programs. Since a fifth of the participants are here today, they can give you their reactions to that program. The Institute was planned for educators in librarianship concerned with education at the technician level. Its purpose was to study and analyze roles for the LTA's and programs for education to learn what had been accomplished, to set goals, to propose methods for achieving them. Of the twenty-five participants from fourteen states, fourteen were women, eleven were men, twelve were directing or teaching in on-going programs. Eight had plans for programs in various stages of development and five had responsibility for planning, advising or supervising LTA programs. Sessions were held at the Continuing Education Center, a good environment for informal discussion and inter-action, as well as planned meetings.

Our sessions were designed to involve participants in assessing, developing, planning and administering new approaches to the training of LTA's in junior and community colleges. What we tried to do was to come up with a new look at library staffing and the place of the LTA in it. We examined what research had been done that would be useful and learned first hand from specialists in the various kinds of library and media settings how they expected to employ technicians in relation to other library staff. Then we focused on the influence of political factors in LTA employment and education. This brought us to the subject of civil service and some of the plans for personnel use. We hear about administrators who say we may not employ technical assistants -- they are not in our personnel structure. Dr. Pounian from Chicago, in a talk he gave you relating to civil service,

stated that you should not accept that as the answer. If you want change he advocated you work closely with your Civil Service or whoever sets your personnel pattern. Their role is to assist you in making changes in staffing levels if you think they are advantageous. He was very encouraging in his advice -- "don't say we can't do it, but get in there and work toward the change if you find it desirable."

Against a background of political factors, we looked into recruitment, employment of personnel, motivation and job satisfaction and the financial realities of developing and supporting an LTA program. After many hours of discussion, the group came up with an innovative approach to the design of courses for the training of library and media technical assistants. They decided on an approach that brought in other media, that emphasized technology and was advantageous in preparing for a cluster of jobs. Moreover, they reasoned, assignments that introduced a variety of skills would probably appeal more to new careers applicants than the clerical tasks featured in many programs that train LTA's. We worked on a design of curriculum and some behavioral objectives in major specialized areas.

The topics that would probably be of greatest interest to you are in the special vocational area of library and media. The participants identified four areas that they believed would cover the range of knowledge and skills needed. These specified as being: a general introduction and a study of the collection of media which would bring in acquisitions, use of equipment, routines, etc.; second, the organization and storage of the library collection -- how the materials are cataloged and classified for use; third, what was called "the distribution of media" -- the circulation of books and other items such as scheduling of film, directional and simple reference, referral of inquiries to others and other service features; fourth, a practicum and a

carefully supervised work experience with seminar sessions.

You will notice that there is very little use in this terminology of those words that appear in course descriptions at undergraduate and graduate levels of service. This was done purposely to get over that hurdle that is probably a semantic one. It was designed to identify the different approach and different ways in which the LTA is being taught and the content of programs at this level of service. Another aspect of their concern was that training of LTA's would incorporate innovative educational methods, individual instruction and maximum exposure to laboratory situations.

Hardware and software were to be introduced when appropriate rather than through separate courses so that the LTA would think about materials that would produce the best results for the user rather than in terms of "This is a film --" an integrated approach to information and material rather than by form.

We discussed the New Careers program offering enrollment for LTA training. Some participants who had worked with the economically deprived had problems that they cautioned the other members about. Many participants planned to consider ways of enlarging their programs to attract the disadvantaged, particularly the young people, into the work force.

We considered also the open ended career or the career ladder. In general, the participants believed that the LTA was being trained for a unique supporting role and that relatively few graduates were interested in continuing their eduction, <u>if</u> employers gave them recognition as important members of the library team. They saw the need to work with professional groups and library administrators for modernizing and restructuring staff assignments and position descriptions. There should be an opportunity for upward mobility for the LTA, however, on the basis of experience and additional

education. The most urgent concern relates to enlisting librarians to recognize the value and place of the LTA in the manpower team and his role on the supporting staff.

To summarize quickly, I think that an invisible college, a communication system developed among our twenty-five participants in the Institute. We met some problems such as "Why can't we discuss recruitment before we decide what we're recruiting for?" The participants interacted and informed each other in their many hours of discussion. In the end, the assessment that was turned into us was that new directions and a new consensus among disparate ideas evolved as the participants worked things out together. The approach that was developed toward library technical assistant education had a multimedia base and a different orientation from what some had been advocating. If implemented, further expanded, it should broaden the base of recruitment and prepare graduates for clusters of skills useful in a variety of occupations. This, in turn, could enlarge enrollment and make programs self-supporting and more visible on campus. An LTA, a graduate of a two-year college, will be useful in a variety of ways and less of a threat to either clerical or professional staff.

The knowledge gained, the ideas exchanged, points of view broadened, new directions outlined, were cited by participants as of value. The impact of the Institute in the next eighteen months will be more significant perhaps than the initial reaction. From this two week program many suggestions were gained as to how to improve and change "Criteria for Programs to Prepare LTA's" on which the LED committee is working.[1] I hope we can find ways to work together in the '70's more effectively in the interest of the Library Technical Assistants as members of the library manpower team and in their preparation.

[1]See revision "Criteria for Programs to Prepare Library/Media Technical Assistants", American Libraries, 2:1059-1063, November, 1971.

Mrs. Thelma Knerr

I will speak to you from the standpoint of a school librarian who is fighting to have LTA's as part of the library staff, and also as an advisory committee member since the beginning of the program at Cuyahoga Community College. I considered using the title: "Our Child from One to Six", because we are six years old this year.

One day back in March, 1965, I volunteered for what I wasn't sure -- but I knew I wanted to be involved because I wanted to know what was going on in a so-called "Library Aide Program" which was going to be started at Cuyahoga Community College. I wanted to see where I would fit in and where the program would fit in with us. I remember the initial agenda, it read:

> "Is there a need for a Library Aide Program? If so, how many aides are needed? Where would you employ them? If you decided you needed them, what would their duties be?"

I certainly was glad I volunteered because I wanted to know the answers just as well as everyone else. This was a kind of double-edge sword. The excitement of doing something new, against a guardedness about wanting to take care of my profession. All the people on the Advisory Committee were professional librarians from all fields -- large and small public libraries, college and university libraries, large and small special libraries, school libraries, hospital libraries, and industrial libraries. It was a pleasure to see how well distributed we were. Against the wide experience of these representatives the need was established immediately. One of the first reasons advanced by this group was the need to stimulate interest in library work. That was rather an interesting one for me, because I hadn't expected that one to come up. The second was, maybe this would relieve in-service training. The third, it would be good to have someone who came with some knowledge of the vocabulary in the field so that one didn't start cold.

The biggest thing was the taking away of clerical detail and all other detail of technical work off the shoulders of the professional so that she or he could go ahead in a supervisory capacity.

We could prepare these people to do basic cataloging, especially in fiction and biography so that we could get caught up.

The Advisory Committee discussed the type of courses that should be offered and they definitely decided that there should be a stress on the side of the technical aspects. They wanted the door left open so that some of the courses could be transferred making it possible for any of the students who desired to do so could go on. This, of course, was back in 1965, when we recommended 15 hours of technical training, 15 hours of clerical courses and the rest of the courses would cover a broad educational base.

In April of 1965, the next month, we had changed our name already, so you see we were coming along. We were now the Library Technicians Advisory Committee and we aimed for a program in the fall. We had several programs to study from other schools and we had a tentative one of our own. We had all sent in lists of what we thought the LTA could do and a compilation of typical duties was made. Besides the compilation of duties, we considered the kinds of skills needed to perform the duties and third, what kinds of courses were needed to teach the skills in demand in our own locality. Immediately the problem arose -- the names of the courses. I think we've learned something about that from this institute today. A second area of concern that was stressed at this time was that the technician understand that he was going to be trained to be a technician and not a librarian. This was a real hang up, not as much with the technician as with the librarians. About a year ago I worked with a teacher committee where someone said:

"You know what's coming into teaching? We're going to have technicians."

Everybody's back was up. Technicians are the "in thing". In Ohio a great deal of money is going into vocational education heavily emphasizing technicians and all this is spelled out in the Regents' Plan. So technicians are here and its just a matter of finding out how you can take advantage of their training and have a real team.

The next thing we did at this second meeting was to set some of the qualifications. We wanted high school graduates. That seemed like a very small amount of education to require. The other thing we said was that a student could jump in and take any course he wanted, but didn't have to stay and finish the whole course. I think that this is one of the characteristics of community colleges that serve a community. We finally had a general objective of our Library Technician Program and it was to train two-year Library Technicians to work as assistants to professional librarians. I know that this must seem strange that we were struggling so hard, but back in 1965, it was a hard struggle. We were still new at it. We started our first course that fall.

As members of the Library Technician Advisory Committee we had certain roles. Our suggestions were sought and they were used. Our job was to advise. When we had a new idea, or when the instructor or the program director had a new idea they brought it to the Advisory Committee and sent it out as a flyer to test it against the experience of the committee. Advise and counsel was our job. Our function at the beginning of the program was one of re-evaluating the program to see if it was answering today's needs. That is still our function. Maybe we don't need certain courses anymore, or we need another one to take its place.

In planning the courses, the Advisory Committee was very active. We helped to establish some of the details of the courses of study, through

consultants who had skills and knew what was needed. We had an idea of what the course content should be. We questioned whether the content suggestions were functional, up-to-date, meeting the needs of the locality. I remember the use of audio-visuals was fairly new then and we said, "Let's get some of this into the courses". I remember also that sometimes the instructor would come back and say we no longer need a whole course in this area. It would be better incorporated with another course. What do you think? We would then test it against the experience of the librarians, sometimes twenty assemble there, and get an idea about handling the problem. One of the real things we tried to do was to cooperate in getting jobs for the graduates and trying to see exactly where they would fit. We tried to do other things, such as raise the English requirements. One of the first problems of the instructor after about a year or a little less was establishing the level at which to teach. The classes comprised everyone from freshmen to forty year old people so that it was not too easy to determine where you were in terms of teaching. Another consideration was the wide range of experience represented. There were people who had read a magazine or book, and others who had been working in libraries and this range from slow to advanced was very difficult to handle in a class. The third consideration was that there was a wide range of proficiency in English. Some were superior, while others needed remedial English. One idea was made sure of: they were not training to be librarians -- they were preparing to assist professional librarians in technical processing and reference services. We also tried to encourage good teaching staffs, recommending candidates, etc. One of our biggest jobs was coordinating with communities because we're the interpreters of this program and we went out into the community to tell others what we thought the program was doing. We gave financial support.

We didn't actually give money, but when there was a levy on the ballot, we gave a lot of time, talk and understanding and we told everyone what the community colleges were trying to do. Whenever anyone said, "What do you think of CCC's new Technician Program?" we told them how we thought it was and that it was needed. That we had to work on to accomplish changes. We did influence legislation in our own community by persuading people to vote for our cause. The organizations we belonged to were influenced by our ideas. We were able to educate them about needs. Actually, our main job was publicizing the college program.

And that was the history of what developed.

I would like to tell you about some of the trouble I've had in my own school system. I believe in all this so thoroughly but I want you to know how it is on the outside. It isn't easy. The first thing is that our elementary librarians go everywhere from years of experience with no education up to people who have masters degrees in library science. So here you have this wide spectrum. One year after this program started, in fact, not very long after they started in 1966, the librarians said if we go to school and get these courses, can we get a block of credit? Well, we went to the first supervisor and the first thing he said was these courses are not intended for librarians. Which is true. The second thing is that they never give increments for blocks unless they are beyond the bachelor's degree. So we retreated only to come back and fight another battle. The water got pretty muddy, I can tell you. The only way they seemed to be able to move up was to go and take more college education and get to the third year. Your clerical staff took the courses, so the clerks ended up with more formal education than some of the librarians. This was not good. Two years later in 1968, we approached our problem from a different angle. Secondary library clerks, junior and senior school library clerks were negotiating and they

wanted some professional staff to back them up. They wanted better salaries. Their present salaries were miserable. The ones in the technicians course asked for blocks of credits -- these were clerks. They asked if they had the training could they have one credit or could they at least be tried on one or two steps higher than anyone else? The supervisors looked at them with their cool eyes and said: "We didn't ask you to take the courses, you did that after you were hired." And I knew that negotiating step was not really the best place at which to prove the point. They gave us some other problems, such as, what are you going to do with people who have been in this job for a long time and had the skills that you've trained for? Are you going to "grandfather" them in? Incidentally, I want to tell you that in one place during the negotiations, I sat down with a person who had had the library technology courses and a person that I had trained for eight years and when I was talking about basic things -- I was appalled at the lack of knowledge of my person who I had trained for several years had in the basic concepts, while this person who had taken the technology courses went right to the point. She had enough background to understand what you were trying to do. Then I knew there was a difference. There is a real difference when you are working with these people. Somebody said, at one of our last Advisory Council meetings, "If I had the choice between a person who had the two year's technician training and a person who had one year of college and one year of experience, I would choose the person with the training." No one seemed to want to work out the details with these secretary-clerks, so I must tell you that we are still struggling but there was one little gem dropped during our struggle that suggested maybe we needed to study the entire structure of library staffing having several levels of library competencies. Even as this thought developed in 1968, the Library Education Division was moving ahead with its drafts for guidelines and criteria and Lester Asheim had it in writing in the

ALA Bulletin in October, 1968, in the statement of "Education for Manpower in Librarianship" which the Council accepted just this summer.

We decided upon another approach: This time I would work through the professional librarians on the secondary level as to the needs for the technician -- how they could be used and how they should be used. I had three technicians already on my clerical staff. They were not being paid any more. They were not operating on any higher schedule. One of them was already on the staff and wanted to improve her position. The other two were newly hired. One was excellent. She had had two years of college and took the library technology courses only. She knew she was not a librarian but she brought such understanding to her work compared with the ones who had not had these courses I asked her at that time to evaluate her training never knowing that I would be here to do a critique of the library technology program and when she did she said the best course she had was the one on introduction, the one on reference tools and the educational media. Where she felt she needed more training was on the picture and pamphlet files, periodical acquisition handling, and book repair. I thought this was rather interesting in 1968. The second one was a college graduate who came to us with some technician courses. I remember this question produced a real hassle in our Advisory Council meeting: Why do you have four-year people in your program? We fought this out among ourselves and found out that you can't keep them out. They had counselors who told them that if you are interested in this field you should go to library school and should not be in this course, but these people would not have done that because they were afraid. They did not know whether they could pass any college course, that was the first thing, and secondly, they were not really sure that they would like it. They preferred to take these courses to get the feel of them, to see if they liked them, to see if they could really do anything after a ten or fifteen year lapse. This

second person to whom I have referred is graduating in June from library school. She lost a year. She knew she was losing it. She lost it willingly. She sent me a paper she did in library school on library technology and here is what she said:

"The useful courses I had were Basic Cataloging and Classification, Educational media and Information sources."

She was lacking in clerical skills, but she brought a broad educational base to the technology courses in our particular situation, in schools where we really have so many differentiated levels you have to know how to do everything and she had to struggle with the clerical skills.

The third person that we had -- really the person that we had the most trouble with -- is a person who doesn't have the clerical skills. She took the library technology courses, but she doesn't have the broad background either, but she does believe that she is being mis-used. I mean she doesn't have the background to know where she fits in the spectrum and I think this is too bad when they don't have college background and they don't have clerical background. They just come in and take the technology and pull out. They are doing an injustice to the program. They are expecting too much and not giving enough thought to the occupation wherever they happen to be.

At any rate, I thought I was really fulfilling my profession by educating librarians with the idea of assessing technicians in order to put them in the right slots. So I had the instructor, Dorothy Johnson, of our program to come out and speak to my staff. She told them with slides and much printed material where they could fit in. I hope she broadened their vision, I'm sure she did. She answered their questions. We were ready with the evaluation of all our jobs and by fall of 1970 we split them into clerical jobs that technicians would do. I thought we were making progress. One day we were

going to have a meeting in the middle of negotiations again when I got a call saying that it was inappropriate to spend three hours writing a job description for a job that didn't exist. It isn't easy on the outside trying to get these things through. Now we have got to pick our heads up, repla ce them on our shoulders and come back and try again.

You see there are problems. One of the problems is getting acceptance on the outside and as professional librarians, this is one of our big jobs -- to get everybody to accept the concept of the LTA. There is also a second place to get acceptance and that is within our profession. As librarians we are slow to accept the idea also. Why are we so fearful of technicians when doctors are not fearful of medical technicians? Or dentists of dental technicians, or are they? I keep wondering why we have to be so edgy, but I feel it myself when the library technician is speaking and says that she selects and catalogs material. Now, I tell you, I get as edgy as the next person when somebody says that, so I think sometimes the LTA is being misused because of economy. They've got a real gripe here. I spoke to a special librarian in February in our state library workshop and he said it's when the economy goes down the first cut is made in the ranks of the professional. I can see where they might do this and end up with a technician in charge. This is a misuse and consequently one of our problems. Last week in an education meeting I sat beside a school library supervisor and we talked about this subject and she said that with the cut in the economy that they are pulling the professional librarians out and using the LTA's. So I think there is misuse and while I was sitting there explaining to them carefully that LTA's are to assist and are to be supervised, the curriculum director said: "You may say that but some school districts are using them as professionals."

I think one of the big jobs of the Advisory Committee is trying to

interpret to the library community exactly the function of the LTA. The technicians know that they are not librarians, they know how they are to be used, they know they are not to do book selection. We do not have any trouble with them, but we are having trouble with the people who employ them.

We had a survey in Ohio last year, in 1970, the 250 public libraries in Ohio. Fifty-five libraries responded and they were the 55 who employed 70% of all the library personnel in Ohio. One of the items responded to was their use of LTA's. Only twelve were employing such personnel. And out of that twelve, only one of the largest public libraries. The reasons they gave for not employing them was the rigidity in job descriptions and the position classifications. They had no place they could fit them in.

I think a second problem beside acceptance is the names of the courses. This is exactly what the previous speaker has said. A third thing is what to teach. We always have a tendency to teach what we've learned. I think the next problem is how we teach. We often teach the way we've learned something. One problem that we had right from the beginning: We kept thinking this training program would take care of in-service training, but we soon learned that the LTA needed training in the particular methods used at his place of employment. I think we're at a place where job descriptions are a problem. I think our salary schedules need revision to accommodate the LTA position. Another problem, internship. How much? We have eight or ten full-time people, but seventy part-time. Part of these people are already working in libraries. What do you do about internship? What do you call the person who has had the technology courses but not the others? They call themselves technicians and how they work out on the job doing the same things as the graduates helps create the reputation. What is to be done about continuing education for our graduates, anything? Are we ready to go back and freshen them up?

As I looked at our Advisory Committee and the criteria of the LED report -- yes we had a committee, we were accepted by the President of the college, we had all kinds of people on the committee. We investigated local needs, we looked for people who would be good in the program, we helped on the nature and content of the curriculum. We meet as often as the need arises, sometimes, two, three, or four times a year and today I have the opportunity of communicating on a wider level.

I think there are challenges ahead to be tackled and the future looks bright. When you are at the stage where you are writing job descriptions and working on salary schedules, you really aren't a child anymore.

The LTA's are here to stay and it's the professional librarians and the advisory committees that are going to nourish this child and lead it on its way and we can do it by making good public relations for this type of personnel and working to secure jobs for the graduates.

Miss Elizabeth Owens

The Special Libraries Association, as you may know, was formed in 1909 at an ALA convention in Brettonwood. A group there felt that their special need was no longer the responsibility of the ALA and that it should form its own association. John Cotten Dana was the first president of this group which included several university librarians, public librarians, as well as the first librarian of General Electric, an insurance librarian, a law librarian and a medical librarian. They formed SLA which has now grown to some 7200 members functioning in special libraries all over the world.

When I was International President of Special Libraries, I visited most of the chapters of the United States and Canada and I became more and more enthusiastic about Special Libraries. After some sixty years in existence

the group has under consideration the change of name from Special Librarians to Information Specialists or Information Engineers or Documentalists. There is a debate about the change of name.

In St. Louis, at Monsanto and Ralston Purina, two of our largest libraries, the name library is no longer used. Information Centers and the Information Specialists are giving out a great deal of unpublished material and published material. The special library no longer feels that it can rely on books and journals as the usual source of information, and now the machine age has brought us to the point where we can use films and other sources. We have specialists in research reports, annual reports, internal-external reports of every kind needed. This kind of unpublished material should get to people who need it as quickly as possible.

Because the Special Library is the major source of information for the argument whatever it might be, the staff is responsible for providing material and services to meet all the information requirements for the particular organization. Special Libraries gather materials in almost every field of interest from automobile, to insurance, to banks, to medicine. No matter what the subject interest is, with library training one is certainly well equipped regardless of choice of program.

One of the new types of special libraries is a barnacle library, maintained by a paint company in Massachusetts. This company's business is painting ships. In the process they have barnacles removed from the ship and sent for study to Marseilles and Rio. The chemists find out where the paint is not fighting barnacles. The barnacles are sent back in little tubes and if you think that kind of library is unusual, here is another example: a beverage library in California is connected with a firm that makes soft drinks. The owner now has turned over his library to a librarian who has

collected everything on drinks from Biblical times, when they made drinks from plants up to present day Cokes, 7-up, beer and everything else in existence. These are examples of very, very special libraries.

At the American Management Association level, industry is becoming very conscious of the need of information centers for their own profit. At the American Management Association Conference on Libraries in San Francisco recently the theme was: It's not whether you can afford to have a special library but whether you can not afford to have one.

It is a question of the influence of library education over many years. I am in complete agreement with Dr. Martha Boaz, from the University of Southern California Library School, who says in her appeal, "Do not send us your weak, your timid, your people with problems." In the library field we need good help, and good judgment. We want candidates with plenty of physical, mental and moral stamina. In the early days of schools, it was not unusual to have people who might be called misfits.

One might easily say, "On well, there is something in the library that she can do." That was, of course, many years ago and I hope it is not the criteria that is being used today. I find one of the things that I object to in library schools is that the first consideration is given to superior academic achievement. In dealing with many librarians I have found that the person with average intelligence, and the ability to get along with people is extremely important. Commonsense is one of the three requisites of any good librarian, whether that person is a library technician or librarian.

I experienced an incident the other day that made me very happy. One of my students, (I teach the Special Library course at Washington University) told me that the boss of her company sent one of his assistants to the library to get a copy of the Saturday Review (this is a technical library).

She didn't have it in the library. What did she do about it? Well, she told the assistant that she would order it from the publisher, and would get it within six or eight weeks. I was horrified. Why not go to the Public Library and borrow a copy or walk down a few blocks and buy a copy? I think that the first principle of librarianship is service and in the specialized field if you do not give specialized service to the top administrator he is not going to support the library. The organization prospers so the library prospers.

The Special Library gives a great deal of emphasis these days to the professional degree. When I left the field some years ago, and returned later as librarian to the Mercantile Trust Company, they said as long as you had a professional library degree they did not care about the banking business background. At that time all that I knew was withdrawal, deposit, and unfortunately, overdraft. That was my knowledge of banking. In ten years I did learn banking and went on to learn the utility business in the electric company where I was chief librarian. In many of the technical fields, of course, companies insist upon special background and will suggest that the person take library courses later.

In 1960, I made a library survey of all the schools in this country to see what courses were being taught in the field of Special Libraries. I found that there were actually very few courses being offered in Special Libraries. There were law, medical, and occasionally drama. Since that time, more courses have been added and I really think that something more should be done, to determine what the picture is at present. I would like to do it but I don't know when I can spend time to do a survey. I would like to know what the graduate library schools are doing now in the way of special library courses. At a conference recently at the University of

Missouri I was told that they are giving courses in the Health Science field and someone told me that it was interesting to see that among the people who were taking the Health Science graduate program that one girl's special field had been drama, another French, and another history.

In the Special Library field there is a tremendous place for the library technician. In the usual Special Library there is a staff of from two to a hundred or more depending upon the size of the library, but the average staff is from three to six. Usually in the ads that you see in Special Libraries and other Association Bulletin Journals they will ask for a graduate librarian as the head librarian but there are so many other vacancies that need to be filled. You know that if you are in an organization as the librarian and you ask personnel to send additional help, you may get someone who is worn out with the job he is doing and thinks that he can go to the library to sit and read. I had an experience like that which I was not able to face. Before there were courses for LTA's at Florissant Valley we had no place to turn for help. I had to take this person who was planning to spend the next four or five years sitting and reading. She was shocked to find out that she wasn't going to be able to do this, but it was a waste of time for us to try to train this person who had no aptitude for the work whatsoever. The Special Library has known the need for this sort of training for a long time. Elizabeth Ferguson, librarian for the Institute of Life Insurance, New York City, has been advocating the use of middle level personnel. At Queens College, Marion Wells, and some others at First National Bank in Chicago had some training of this kind. They had it because we had felt that there was so much in a Special Library that the library technician can do. So much that the professional librarian doesn't have time too. We are so very happy with Mrs. Duvall and her staff out at Florissant Valley. For

one thing Betty has said that they are not training library administrators and that has been the bone of contention that so many librarians get all up tight about. Many think the students will take these courses and go into industry and say, "I am a trained librarian." I am a graduate of that course and that is what the Special Librarian has been through all along the line.

There are so many things that technicians can do in the Special Library. You mentioned the English background, that is one thing that I have heard a lot of people say that they hope you would give them -- good training in English. They can do a great deal with the mechanical processes, the audio-visuals, xeroxing, duplicating and possibly teaching of key-punch and the various kinds of filing, circulation, and all that sort of thing.

One of the things that I have done with my classes is take them on field trips. It seems to me that my courses, (I have sixteen sessions) demand six field trips to the various special libraries, the medical libraries, and the various departments of the public library or the university library. I think you would do this with your students to give them a broader view of how the technicians work. At Monsanto, they have two technicians and I am sorry Mrs. Madden isn't here to tell you more about this. I did go out there and talk to the two students that are graduates of Florissant Valley and the young man that they are so pleased with that took the courses at Florissant Valley. He is working at Monsanto and has gone on to take courses at the University of Missouri. The thing that he said that bothered me is that his credits didn't transfer.

I haven't had time to go into all of this and I thought that maybe you could tell me later why these credits do not transfer. I think he said he lost twenty-five credits from his two years and that is one of the things that I think should be looked into. The young lady who is working in the general library

at Monsanto is handling bindery and doing a great many things that are terrific jobs. Both technicians questioned the teaching of cataloging and reference courses, because they said when one goes into the special library he is not allowed to do cataloging or reference. Well, that may be when you are in a very large library where you would have people who are just reference librarians, but in a smaller special library I could see that it would be very valuable. It would be such a joy to me to have had somebody that knows what a catalog card is and could go to a Who's Who and do a few reference questions. The main thing is that in an organization such as the Special Library almost always big companies are happy to see their people go on and they pay for their courses. They can go on to get more of their college work. This young man at Monsanto is continuing to work there. He's taking his work at the University of Missouri and when he is through he expects to go on to library school. I think anybody who has had that kind of technical training and has experience in a library and then goes back to get his professional degree would be a "bang up" librarian. I can't imagine a better one.

This library field is such a wonderful career that I am having a hard time letting go. You just feel as Lawrence C. Powell has said, that the library is the servant of those in need of help and the library has the key to all that information, and, again like Mr. Powell, I feel that the library profession is the best of all professions and I want to go on doing it till I die.

Mr. Paxton Price

I would like to address myself to two topics. First, the trends for education in the '70's. Secondly, the St. Louis Public Library's experience with technicians.

I am not qualified to be prognosticator, but I do welcome the opportunity to play the role of one with prophetic vision. I think there are several trends in the winds of indicators that are visible at these times that have some implications for library education. I would like to share them with you although, they have been touched upon by various speakers on this program this morning. I think these trends are as follows:

First of all, the shortage of manpower -- professional manpower -- has eased and this is due to a number of causes and factors. This very fact will cause a re-analysis of library education content. Secondly, I think there is evidence of the growing number of continuing education programs throughout the country and this is addressed to two causes: First, the need in the field of service, and secondly, because the schools have seen the need to provide this education. We are learning and we are trying to adjust ourselves to library education programs that reflect the changing conditions that affect the services that are given to the libraries. Thirdly, there is the effect of the Asheim position paper on library education. These effects felt, will be continually felt far in the future clear across the country. These indicators have pointed to the need for the categories or classes of employees that Asheim has outlined. These classifications are also addressed to the need for providing challenging work for those who occupy these various kinds of categories or positions.

Libraries are restructuring to improve the opportunity for meaningful service by the employee. That they are restructuring is illustrated by a case at the University of Toronto which has reduced its professional positions since 1954 from eighty-two to twenty-three per cent. I think this is a very significant development. There are other cases -- Pratt's newly announced curriculum, called for a class of pre-preparation, paraprofessional education. So I think that the Asheim paper has had quite a widespread import.

The fourth trend that I can foresee is the effect of the economic deflation upon library operational budgets. Personnel budgets of libraries are affected first. That determines the number of people that can be employed. University libraries are including and using more and more library aides.

The fifth trend, it seems to me, is that there is a developing reduction in federal funds, reduced monies both for training and for services and it has already been mentioned rather significantly that the Office of Education is using its training funds to offer institutions the opportunity to provide institutes rather than fellowships. This is following the trend.

A sixth trend, that I can see, is that the students who are entering library schools are demanding more significant, socially meaningful training and after training they want socially useful jobs in libraries.

There is also a seventh, growing trend that I can detect in the educational discipline of information science, which of course, trains more and more technicians.

I don't think the next point that I will mention is a trend but I think it is rather significant that in Indiana the State Library Association there now has a library assistants "Round Table". I think those are briefly significant points that are having a bearing upon the training programs that you are dealing with.

Now, let me talk very briefly about the use of the Library Technician in the St. Louis Public Library. Perhaps you are already acquainted with it. It is the Public Services Career Project or Program offered by the Department of Labor through the Office of Education as it affects libraries. These are funded programs that are now located at two institutions across the country. One here in St. Louis and one in the school system of New York City.

The objectives of this program are to decrease unemployment, and to increase career opportunities for individuals entering public service. In the case of the St. Louis Public Library we have an 18-month program which started last July and it consists primarily of two things: Training and counseling. There are two categories of St. Louis Public Library employees that are engaged in this program. The first category, less numerous than the other, is entitled "Entries", meaning new people joining the staff of St. Louis Public Library. The second category is called "Upgrades". This is labor terminology, but "Upgrades" meaning the individual or employee who has already been on the staff of the St. Louis Public Library and is taking additional training which fits him for a career opportunity. The training that is offered these two groups of people is as follows: First for the new employees, "Entries", we offer the opportunity to take time from their jobs and we pay for the courses of training they should have, to acquire additional training in clerical skills. Generally these employees are entering at the bottom of the organizational ladder. The "Upgrade" individuals or category of employee are offered library technician training, that is offered through our collaboration and cooperation with Florissant Valley Community College. There are scheduled five courses for completion by these individuals who will gain academic credit. The fact that it is transferable or not does not matter. However, it is important that the individuals in this training program feel proud of the fact they are acquiring academic credit.

Now, something about the results. What benefits have we received from this? First of all, the trainee (and we're just now at the point where we are about 40 per cent through the scheduled program of training) the trainee is much more enthusiastic and very appreciative of his job opportunities and his ability to perform well on his job. It's called job satisfaction, if you will.

Secondly, the trainee fully understands without our having to tell him the value to his future career. Thirdly, we find already more initiative demonstrated by the trainee than he exhibited previous to the beginning of the training program. Fourth, there is a better and deeper understanding of their jobs than they ever felt possible. Fifth, and this is the end result of the objectives, they are offering better service to the public. They are approaching a professional status as a result of the practice and training. It makes them very proud and of course that satisfies our requirement in trying to help them. Sixth, there is a more stable work force as a result of this program, and that is a very significant fact also. The eventual result is the same as one of the basic objectives of technician training that you are all providing at your institutions, that is to free the professional for more meaningful professional services to the community. We are also looking for additional training programs of this nature, and I hope that the public services program will be continually funded for this is really the most urgent need in our particular situation and I suppose it is the real need across the country.

QUESTIONS AND ANSWERS

Gostas: I am a catalog librarian, and I feel within myself that I am not perhaps functioning at 75% of my capacity. So it is extremely gratifying to me to learn what is developing here. I feel eventually, in the light of what is going on here, that through strong support by well-trained personnel, I will have the satisfaction of knowing that my full potential will be realized.

Evans: What you are saying here is that supporting staff will free you from routines, so that you can use all of your time professionally.

Gostas: Not exactly, because it would be an injustice to my administration. They are doing all they can at this point to use me in a professional way, but the staff that we have, the way that they are prepared in training, the hours that we work, are such that they need the type of training that you are talking about -- we need the type of staff that your training will produce.

McCauley: Miss Deininger, when will your report be available to the public? (A report on the Workshop held at Rutgers University in August, 1970 on the training of LTA's).

Deininger: I don't know whether you are familiar with the structure of the report that goes to the Office of Education. It's formalized and not very usable for other purposes. It answers their purpose. We're going to put it in ERIC. I don't think its very useful in that form. If you think we have something that can contribute to your work, I will be glad to put it into such form that it would be usable.

McCauley: I think course descriptions, as your group discussed them, would be valuable to us.

Deininger: I also came armed with a bibliography. I don't want to distribute it because there were some typographical errors. I will give it to Dr. Evans for use in the Newsletter. It does contain references to documents that we found particularly interesting and helpful in working out the program for the Institute.

McCauley: I am very interested in anyone who has worked up a method of evaluating his program. This is one of the criteria that our curriculum counselor put on our program: that we should develop an evaluation instrument. I think this is a good idea. Has anyone done so?

Evans: Obviously what is needed is a study of the graduates to find out what happened to them after they went out.

Duino: Are there any LTA workshops, such as the one that took place at Rutgers, proposed in the near future?

Deininger: To my knowledge the funding of any proposals will not be announced until the 15th of May.

Evans: They should all be oriented in some way toward technicians as that is the way federal money is earmarked these days.

Comment: The school library clerks in Chicago have a very interesting approach in their own union. One of the demands that they are trying to work on is to refuse to work in a library that does not have a professional librarian. If you can get the people on the technician level to refuse to be abused it would be an interesting situation. How far the school library clerks in Chicago will get with this demand remains to be seen.

Evans: This is understandable although not altogether an ethical standard. The kind of I-am-not-worthy-to-touch-that-idea. I often refer to my mother on occasion. My mother is a college graduate; a better man than I am in every way and she tells me so frequently. She was a library clerk for a long time. She is now retired as a library clerk, and is working in a special library as a librarian. I noticed, as a clerk, she frequently refused to do things she was qualified to do. She wasn't paid to carry the responsibility. That's their job, let them do it, was her attitude. It's the non-com's approach in the military. A very reasonable attitude. Or turn it around and say, "If I'm going to do it, I want the money." That will bring the librarian in a hurry.

Gostas: I think that what we are really striving for is a world where every human being can reach his potential. This is our objective. There is a Buddhist saying that there are many, many paths up a mountain but the summit is the same for all. I don't feel at all uneasy about working for persons, regardless of their background, if they are people who are competent in the job. When I first graduated from library school, I was fortunate enough to be working with a clerk-typist who was far more competent than I in the work that had to be done. She had had over sixteen years experience in a very large library system while I had had no experience in a large library system; but I had the education. So, a part of the time she taught me and I will always be grateful to her for the help and service she gave to me. I think that this will challenge librarians to be better librarians and if a few very capable LTA's happen to slip into high level positions because they are brilliant or outstanding and willing to do the work, I won't feel cheated at all.

Johnson: Mr. Price described the program in which the St. Louis Public Library and Florissant Valley Community College are engaged. Have you any suggestions to others that may encourage participation in these kinds of programs?

Price: I don't think that I can, because I think you are asking a question about the minds of chief administrators. I suppose we have to deal with them where they are and their present goals. I have to be convinced that all of us have a need for

continuing education even though we have acquired the degree. I suppose that's the reason they are offering a specialist's program in education over and above the masters program in library school. A continuing need for additional education, for additional useful, concepts and skills. I think that the alert library administration will see that need in order to keep the institution changing with the times and changing with people. If our budget would allow it, I would have a significant portion of it devoted to additional training for all levels of our employees. That just happens to be my philosophy. We think it has to go on constantly. If you are talking about persuading others to adopt the same kind of attitude, I don't know how you go about it. I think there has to be some kind of inclination of that originally. Maybe personal conversation, personal influences.

Deininger: May I give an illustration? In a mini-course that we're beginning next week at the institution that I know best, a group of administrators is coming at the behest of the State Library Association to mingle with some of our students in order to experiment with courses, in re-evaluation research and how all this can be applied to the public library. One of the things that they will get into is the staffing problem, the motivation problem, and the restructuring of jobs, and so on. This kind of effort is going on around the country. I think that you will find that most library schools are placing much greater emphasis upon continuing education. The program for the American Association of Library Schools next year is focusing on this. We had at the meeting in Dallas, a one-day workshop sponsored by the Staff Development Committee of LAD which tried to bring in administrators to emphasize this kind of thinking on their part. The idea was to bring them up-to-date with modern approaches to library administration -- and always the middle level of service was brought in.

Manchak: I think, maybe, the COLT-ALA connection has always been through LED. You have been talking about education, and LED has been talking about educational standards. The appearance of technicians in the work force gives you an opportunity to articulate with LAD, which is the Library Administration Division. It may be that the administration will have to have an inclination to pick up the technician and put him into a meaningful role, but they not only have to have an inclination, they have to have information, and at the moment of indecision as to how to re-classify, if there is not information as to what technicians can do, how they are trained, some success stories, for example. It would be very difficult for the library administrator who has to have the classification done yesterday, to incorporate this -- so you go another two or three years before there is another opportunity to bring the technician into a particular classification system. I would like to see COLT much more active in feeding ALA with information about what technicians can do, because when the question arises, if you hand them something, the inclination may not be there, but if they see it on paper, it has a great deal of impact.

We have found that by talking about the Federal Library Technician Classification, we have got a lot more administrators to consider the possibility, but they don't have very many success stories, and they cannot load their classification with meaningless areas.

Johnson: There is a marked difference between the speed with the school system in our area has moved and that taking place in other areas. It has taken less than three years for the system in Cleveland to restructure the classification plan to accomodate the LTA with appropriate salary and job description.

Manchak: Well, I think Miss Deininger made the point that there are a lot of places that are very much more responsive initially to the LTA program. When you get into public libraries, or state libraries, you are dealing with a lot of mechanisms that have nothing to do with the library at all. I still maintain at that moment of indecision that I see among many administrators, if you can hand them something while they are at that one vulnerable moment, there is a real possibility of some innovation, because they are being called upon to innovate, but they don't know how.

Deininger: May I use the media field as an illustration? There is a publication called Media Manpower for the Seventies, in which is described some of the media specialist projects that have been federally funded. There is no reason why, taking another tactic, you can't outline some of the projects for preparing LTA's in which you've been engaged. Have something like this available for distribution, that is, facts and figures about what your programs are and how useful LTA's can be. I would think it is time to get down to producing something and stop talking so much about what we need, and get something out for people to see that this group is a visible group. Too often, you hear library administrators, library educators say, "Yes, they have been going since 1965 and even before that. Where are they? What are they doing? What have they produced?" It is this kind of effort that is needed for real progress.

Evans: We have an idea at the University of Kentucky for an effort to promote the use of non-professional people in libraries, based upon institutes to bring together people who are using LTA's successfully and get some tangible evidence of their value based on experience which we can them publish and get into the hands of administrators who are not using technicians.

McCauley: Is it not possible for COLT to publish something of this sort for its members? You may do this in Kentucky, but all of us need to benefit from it.

Evans: Yes, we really have to get beyond our own membership.

Sr. Chrysantha: I appreciate the interest in COLT publications, other than proceedings. COLT does not have any full-time people who can devote their time to writing. We need people to do the research and write the reports, or occasional papers under COLT sponsorship. I am seriously considering pursuing this and I will be calling upon people and asking them to do some of these things. If any of you do have ideas about any particular area in which you would like to work, please let me know.

CONFERENCE PARTICIPANTS

1. Loren H. Allen, Illinois Central College, Peoria, Illinois
2. Howard A. Blanton, W.W. Holding Technical Institute, Raleigh, North Carolina
3. Barry E. Booth, Illinois State Library, Springfield, Illinois
4. Willie E. Boyd, Health, Education and Welfare, Washington, D. C.
5. Miss Jane E. Branche, Office of New Careers, Office of Health, Education and Welfare, Washington, D. C.
6. Gerald Buchanan, Mississippi Gulf Coast Junior College, Perkinston, Miss.
7. Miss Carol Cary, Office of Education, Washington, D. C.
8. Hattie G. Clark, Mobile State Junior College, Prichard, Alabama
9. Mrs. Sheryl Clayton, State Community College, East St. Louis, Illinois
10. Dorothy F. Deininger, Rutgers University, New Brunswick, New Jersey
11. Edith E. Doyle, Winnipeg School Division, Winnipeg, Canada
12. Russell Duino, Cuyahoga Community College, Cleveland, Ohio
13. Betty Duvall, Florissant Valley Community College, St. Louis, Missouri
14. Tyron D. Emerick, Kansas City Kansas Community Junior College, Kansas City, Kansas
15. Robert F. Ensley, Illinois State Library, Springfield, Illinois
16. Mrs. Ruthe Erickson, Junior College District, St. Louis, Missouri
17. Charles Evans, University of Kentucky, Lexington, Kentucky
18. E. Lindy Fernandez, 204 Manhattan, Tampa, Florida
19. Dolores Reed Foster, Cuyahoga Community College, Cleveland, Ohio
20. Mrs. Suzanne Gill, Florissant Valley Community College, St. Louis, Missouri
21. George Gostas, Westmar College Library, LeMars, Iowa
22. Professor Emil Greenberg, Manhattan Community College, New York City New York
23. Mrs. Noel R. Grego, Kennedy-King College, Chicago, Illinois
24. Edith S. Hernandez, Miami University, Middletown, Ohio

25. Suzanne Husa, Harrisburg Area Community College, Harrisburg, Pennsylvania

26. Dorothy T. Johnson, Cuyahoga Community College, Cleveland, Ohio

27. Joseph R. Judy, National Agricultural Library, Adelphi, Maryland

28. Miss Cosette Kies, Illinois State Library, Springfield, Illinois

29. Ruth B. Lederer, Cuyahoga Community College, Cleveland, Ohio

30. Mrs. Louise LeTendre, Department of Correction, Springfield, Illinois

31. Anna Lowry, 5044 North Marine Drive, Chicago, Illinois

32. Mrs. Hannah McCauley, Ohio University, Lancaster, Ohio

33. Jean Stovall McDuffie, Central Piedmont Community College, Charlotte, North Carolina

34. O. Herbert McKenney, Cape Cod Community College, West Barnstable, Massachusetts

35. Mrs. Mae D. McKernan, University of Nebraska at Omaha, Omaha, Nebraska

36. Barbara Manchak, American Library Association, Chicago, Illinois

37. Mrs. Iole L. Matteucig, City College of San Francisco, San Francisco, California

38. James J. Megivern, District #12 C.E.C., Bronx, New York

39. Alice Naylor, University of Toledo, Toledo, Ohio

40. Elnora M. Portteus, Cleveland Public Schools, Kent, Ohio

41. Mrs. Barbara P. Riley, Union County Technical Institute, Scotch Plains, New Jersey

42. Joan Robb, Niagara South Board of Education, Niagara Falls, Ontario

43. Harris H. Robnett, Jr., Community College of Denver, Denver, Colorado

44. Sister Mary Chrysantha Rudnik, Felician College, Chicago, Illinois

45. Minnie A. Seng, St. Ambrose College, Davenport, Iowa

46. Miss Syd Shinn, Missouri State Library, Jefferson City, Missouri

47. Mrs. Doris L. Shreve, St. Louis Public Library, St. Louis, Missouri

48. Richard L. Taylor, Wilbur Wright College, Chicago, Illinois

49. Pamela Leach Urban, State Technical Institute, Memphis, Tennessee

50. Winifred P. Veazy, District #12, C.E.C., Bronx, New York

51. James Wallington, AECT, Washington, D. C.

52. Mrs. Ione Wernick, Western Illinois University, Macomb, Illinois

TWO-DAY REGISTRATIONS

53. John M. Driscoll, Triton College, Melrose Park, Illinois

54. Jack A. Speer, Becker & Hayes, Bethesda, Maryland

ONE-DAY REGISTRATIONS

55. Virginia Hagebush, Meramec Community College, St. Louis, Missouri

56. Beverly Humphries, Monticello College, Godfrey, Illinois

57. Diana Lu, St. Louis University, St. Louis, Missouri

58. Ana Salinas, St. Louis University, St. Louis, Missouri

59. Bonita Silliman, Hazelwood School District, St. Louis, Missouri

60. Sister Mary Suzanne Smith, St. Mary's Hospital Library, St. Louis, Missouri

61. Walker G. Stone, Becker & Hayes, Bethesda, Maryland

SPEAKERS

62. Dr. Charles E. Chapman, Cuyahoga Community College, Cleveland, Ohio

63. Dr. Joseph P. Cosand, Junior College District of St. Louis, St. Louis County, St. Louis, Missouri

64. Thelma Knerr, Parma Schools, Parma, Ohio

65. Elizabeth Owens, 1140 Edward Terrace, Richmond Heights, Missouri

66. Paxton Price, St. Louis Public Library, St. Louis, Missouri

67. Joseph F. Shubert, Ohio State Library, Columbus, Ohio

68. Raymond J. Stith, Florissant Valley Community College, St. Louis, Missouri

LOCAL ARRANGEMENTS COMMITTEE

69. Mary Baugess, Florissant Valley Community College, St. Louis, Missouri

70. Roger Schnell, Florissant Valley Community College, St. Louis, Missouri

71. Sidney Reedy, Florissant Valley Community College, St. Louis, Missouri

Betty Duvall and Suzanne Gill listed above

REGISTRATION BY STATE

ALABAMA	1
CALIFORNIA	1
CANADA	2
COLORADO	1
FLORIDA	1
ILLINOIS	14
IOWA	2
KANSAS	1
KENTUCKY	1
MARYLAND	3
MASSACHUSETTS	1
MISSISSIPPI	1
MISSOURI	18
NEBRASKA	1
NEW JERSEY	2
NEW YORK	3
NORTH CAROLINA	2
OHIO	11
PENNSYLVANIS	1
TENNESSEE	1
WASHINGTON, D. C.	4